



AFAQ SUN SERIES

Lesson Plans English

3

Total: SLO = 129

Total: LPs = 210



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

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:

Express and offer a few basic social courtesies.

Resource Material:

Chalk/Marker, White/Blackboard

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".

Introduce yourself to them in simple sentences. Write a few courtesy words on chart paper, e.g. please, excuse me, thank you, welcome, sorry, etc. Then cut each word and put the cut-outs of courtesy words in a basket. Ask students to pick a card of their own choice. Engage them in talking about their courtesy words.

Main Activities/Concept Building:

(27 mins)

Ask students to share what courtesy words are. Discuss with them when and where to use these courtesy words.

- To get someone's attention, you say, "Excuse me".
- When you ask for something, you say, "Please".
- When you receive something, you say, "Thank You".

Activity 1:

Conduct a role-play in the class. Give students a situation: Two children sitting at a table are writing. One child needs an eraser that is out of his/her reach. It is within the reach of the other child. What should the first child say to the other child nearest the eraser? Excuse me! Kindly pass me the eraser. (Choose two children to act this out.) Give students different situations and ask them to use courtesy words.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to tell:

- What are courtesy words?
- Why do we use courtesy words?

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Unit Name: One Thing at a Time

Topic: Reading

Date:

Objective(s):

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

- Use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- Recite poems with actions.
- Read aloud for accurate reproduction of sounds of letters and words.

Resource Material:

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

Teaching & Learning Activities:

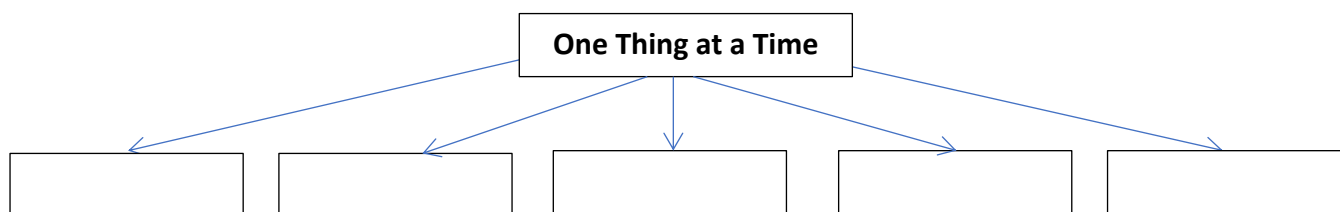
Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to share 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:

(25 mins)

Tell students that today they are going to start the new unit "One Thing at a Time". Tell them that it's a poem about everyday tasks. Ask students to open their textbooks at page 1. Ask students to look at the given pictures given in 'Let's Get Started' and tell what the children are doing. Are they doing one task at a time? Encourage them to share their daily routine with the class.

Ask students to open their textbooks at page 2. Ask them to look at the pictures of the poem and tell what the children are doing. Encourage them to get involved in the poem by describing 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 we should do one task at a time as it is a good rule to get success in life. Encourage them to read correctly. Help them if they need it. Tell the name of a poet to them.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

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

Homework:

(2 mins)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Unit Name: One Thing at a Time

Topic: Hard and Soft Sounds

Date:

Objective(s):

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

Recognize and articulate hard and soft sounds of the letters c and g.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to tell the names of things that start with the letter 'c'. They may say cat, car, cup, cow, etc. Appreciate them by saying 'good' / 'very good'. Tell them that the sound of the letter 'c' here is hard as it is pronounced as 'k'. Now ask them to name a few things that start with the letter 'g'. They may say giraffe, gun, gate, goat, etc. Tell them that *giraffe* has the 'j' sound; it is a soft 'g', while in *gun, gate, goat* begin with a hard 'g'.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn hard and soft sounds of the letters 'c' and 'g'. Explain to them that when the letter 'c' or 'g' is followed by 'a', 'o', or 'u', it makes a hard /k/ or /g/ sound. When the letter 'c' or 'g' is followed by 'e', 'i', or 'y', it makes a soft /s/ or /j/ sound. However, there are a few exceptions. Ask them to open their textbooks at page 3. Read statement (i) from the 'Phonics' section. Ask them to read and say the hard and soft sounds of the letters 'c' and 'g'.

Activity 1:

Write some words on the board with the hard and soft sounds of the letter 'c' and 'g'. Ask them to identify if a word has a hard or a soft sound of the letters 'c' and 'g'.

Sum Up:

(3 mins)

Quickly review the lesson by explaining to students the rule for hard and soft sounds of the letters 'c' and 'g'. Also, share an example for each.

Assessment:

(5 mins)

Ask students to name a few things that begin with the hard and soft sounds of the letters 'c' and 'g'.

Homework:

(2 mins)

Make a list of five words each having hard and soft sounds of the letters "c" and "g".

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: One Thing at a Time

Topic: Hard and Soft Sounds

Date:

Objective(s):

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

Recognize and articulate hard and soft sounds of the letters c and g.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Draw four columns on the board. Write headings for hard and soft sounds of the letters 'c' and 'g'. Invite some random students to the front of the class and ask them to write examples on the board. Appreciate them by saying 'good' / 'very good' or do clapping.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do the activity on hard and soft sounds of the letters 'c' and 'g'. Have them recall the rules of hard and soft sounds of the letters 'c' and 'g'. Explain to them that when the letter 'c' or 'g' is followed by 'a', 'o', or 'u', it makes a hard /k/ or /g/ sound. When the letter 'c' or 'g' is followed by 'e', 'i', or 'y', it makes a soft /s/ or /j/ sound. However, there are a few exceptions.

Activity 1:

Ask students to open their textbooks at page 3. Read statement (ii) from the 'Phonics' section. Ask students to read the given words with the correct pronunciation. Then write them in their correct columns. Take rounds while they are doing their work. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Ask students to solve the given worksheet.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Worksheet

Name: _____

Date: _____

Write the given words in their respective columns.

Hard G (followed by a, o, or u)	Soft G (followed by e, i, or y)	Hard C (followed by a, o, or u)	Soft C (followed by e, i, or y)

cabin	goat	cat	kangaroo	ice	gym
bouncy	gave	goal	coat	magic	face
orange	coach	giant	pencil	gate	city

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: One Thing at a Time

Topic: L/S

Date:

Objective(s):

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

- Identify and use previously learnt and more formulaic expressions from greetings and some routine social courtesies according to the age, gender and status of the addressee.
- Introduce themselves and talk about family.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 4, cushion

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".

Enter the class introducing yourself and say some sentences about your family. Now ask students to sit in a circle. Throw the cushion to a student and ask him/her to introduce himself/herself and talk about his/her family 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:

(27 mins)

Explain to students that social courtesies like 'please', 'thank you', and 'excuse me' make other people feel appreciated and respected. You can show kindness and respect for other people's feelings by speaking politely to them. Ask students to tell what they already know about using social courtesies. Be sure the following points are discussed:

- Always say "thank you" when someone gives you a gift or makes a compliment or does something for you.
- Say "please" when you are asking someone to give you something or to do something for you.
- Say "excuse me" when your body makes an embarrassing noise such as a burp, hiccup, sneeze, etc.
- When starting a conversation, it is polite to first ask, "How are you?"
- Never be afraid to say "I'm sorry" when you make a mistake or hurt someone.

Ask students to open their textbooks at page 4. Read statement aloud from the 'Listening and Speaking' section. Make pairs of students and ask them to read and practise the given dialogue with the correct pronunciation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

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

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 6

Unit Name: One Thing at a Time

Topic: Q/A

Date:

Objective(s):

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

Use critical thinking to respond to the text (post-reading): Apply world knowledge and their own opinion to the text read.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 4, sticky notes

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Make pairs of students. Distribute sticky notes among the class. Now ask one student to tell the other student about his/her daily routine 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:

(25 mins)

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 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

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

Homework:

(2 mins)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 7

Unit Name: One Thing at a Time

Topic: Digraph/Trigraph

Date:

Objective(s):

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

Identify and articulate words containing digraphs and trigraphs in initial, middle and final position.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 4 and 5, flashcards of digraphs and trigraphs, basket

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some words with digraphs on the board (chair, shark, teeth, search, fish, etc.). Ask students to find out the letters that are friends and have the same sound in the word. After taking their feedback, underline these letters. Ask them to tell what these letters are called. Ask them to add more words to the given words. Check their pronunciation and spelling. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 mins)

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

Ask them to open their textbooks at page 4. Read statement (ii) from the 'Comprehension' section. Ask them to read and pronounce the given words with digraphs in different positions.

Explain to students the concept of trigraphs. Tell them that a trigraph is a group of three letters that makes a single sound. Tell some examples and write them on the board. Ask them to open their textbooks at page 4. Read statement (iii) from the 'Comprehension' section. Ask them to read and pronounce the given words with trigraphs in different positions.

Activity 1:

Ask students to open their textbooks at page 5. Read statement (iv) from the 'Comprehension' section.

Ask them to underline the digraphs and circle the trigraphs in the given words. Take rounds while they are doing their work.

Activity 2:

Put the flashcards of words containing digraphs and trigraphs in different positions, in a basket. Ask one student to pick up a card and read his/her word aloud. The rest of the students will recognize the digraph and trigraph and its position in a word. Involve all the students to take part in this activity.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share more examples of digraphs and trigraphs.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Reason/Comments:

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**
Unit Name: One Thing at a Time **Topic: 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 5, word cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

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 mins)

Tell students that today they are going have some discussion about the poem and also learn the meanings of difficult words.

Ask students to open their textbooks at page 5. Read statement (i) from 'Time to Think' section. Ask students to read the poem again and discuss why they should do one task at a time. Discuss with them that they should do one task at a time as it is a good rule to get success in life. Tell them that in the poem, the children are busy doing different tasks. Someone is reading, someone is cooking, the other ones are painting, writing, playing and swimming. For the whole day we have many tasks to complete. So, if they do one task at a time, they will save their time also. Read statement (ii) from 'Time to Think'. Ask students to look at the given pictures and tick the activities that they do in their daily routine. Ask them to write time also when they do these activities. Encourage them to do their work on their own.

Now 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 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

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

Homework:

(2 mins)

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: One Thing at a Time

Topic: Rhyming Words

Date:

Objective(s):

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

Recognize and generate rhyming strings in writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5, box, sticky notes

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".

Involve students in an activity. Write some pairs of rhyming words on different coloured sticky notes and mix them in a box. Now call students at random to come to the front of the class and pick one sticky note from the box. Now ask them to find another word from the box that has the same ending sound.

Appreciate them for their correct responses.

Main Activities/Concept Building:

(23 mins)

Tell students that today they are going to learn rhyming words. Ask them if they know what rhyming words are. Have them recall that rhyming words have the same ending sounds. Write some examples on the board and ask them to share more examples. Ask them to open their textbooks at page 5. Read statement (ii) from the 'Vocabulary' section. Ask students to read the given words and write their two rhyming words. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Ask them to write neatly with the correct spelling.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Ask students to solve the given worksheet.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Worksheet

Name: _____

Date: _____

Circle the word in each row that rhymes with the word on the left.

traded	foot	behind	skated
great	life	plate	wonder
bear	giant	square	perfect
bounce	true	enjoy	announce
grows	blows	follow	tiny
throw	alive	giant	low
speak	girl	leak	drawing
sale	cell	look	whale

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

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

Unit Name: One Thing at a Time

Topic: Nouns

Date:

Objective(s):

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

- Recognize naming words as nouns.
- Demonstrate use of some nouns (from immediate and extended environment)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write an example of each noun of category on the board, such as teacher, park, tiger and lamp. Now call any student to come to the front and write the names of categories under each example. Appreciate him/her for correct response.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn nouns. Ask them if they know what nouns are. Have them recall that naming words are also called nouns. They name people, places, animals and things. Write some examples on the board and ask them to share more examples. Ask them to open their textbooks at page 6. Read statement (i) from the 'Grammar' section. Ask students to read the given sentences and notice the use of nouns. Read the given sentences and ask students to read after you with correct pronunciation. Tell them that the words highlighted in red colour are nouns.

Activity 1:

Conduct an activity in the class. Divide the class into four groups. Give each group a sheet of paper on which category of nouns are mentioned i.e. people, places, animals and things. Ask each group to write as many examples as they can. The group who writes maximum number of examples will win. Appreciate the class by clapping.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share more examples of nouns from their surroundings.

Homework:

(2 mins)

Do activity (ii) from page 6 of the textbook in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Reason/Comments:

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

Unit Name: One Thing at a Time **Topic:** Articles **Date:** _____

Objective(s):

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

Recall and apply the rules for the use of 'a', 'an' and 'the'.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Paste picture cards of different nouns on the board like apple, parrot, tree, eagle, tiger, igloo, egg, fan, etc.

Now ask students to add 'a' or 'an' with these nouns. Appreciate them for their correct responses.

(Note: you can only write words if you don't have picture cards.)

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn rules of articles. Ask them if they know what articles are.

Tell them that 'a' and 'an' are called indefinite articles. 'The' is called the definite article. Ask them to open their textbooks at page 6. Discuss the rules of definite and indefinite articles with them. Explain to them that 'a' is used before singular nouns that begin with a consonant sound. 'An' is used before singular nouns that begin with a vowel sound. Tell them that there are different rules to use definite article 'the'. 'The' is used when we know there is only one of a particular thing. 'The' is also used with the names of rivers, seas, oceans and mountains. 'The' is also used before a noun if we repeat it. Now read statement (iii) from the 'Grammar' section. Read the given sentences and explain the use of articles. Ask them to read the given sentences with correct pronunciation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell:

- What are 'a', 'an' and 'the' called?
- Which article is used when a word starts with a vowel?
- Which article is used when a word starts with a consonant?

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Unit Name: One Thing at a Time Topic: Articles Date:

Objective(s):

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

- Choose between 'a' or 'an' as identified articles.
- Identify 'a' or 'an' as articles.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6 and 7

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

As this is the continuity of previous lesson. Ask students to tell what definite and indefinite articles are. Ask them to share some rules of using definite and indefinite articles. Encourage them to share some examples. Correct them if they tell any incorrect rule. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to do activity of articles. Have them recall that 'a' and 'an' are called indefinite articles. 'The' is called the definite article. Ask them to open their textbooks at page 6. Discuss the rules of definite and indefinite articles with them. Also have them recall that 'a' is used before singular nouns that begin with a consonant sound. 'An' is used before singular nouns that begin with a vowel sound. Tell them that there are different rules to use definite article 'the'. 'The' is used when we know there is only one of a particular thing. 'The' is also used with the names of rivers, seas, oceans and mountains. 'The' is also used before a noun if we repeat it.

Now ask them to open their textbooks at page 7. Read statement (iv) from the 'Grammar' section. Ask them to circle the correct articles in the given sentences. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Ask them to write neatly. Praise the students who finish their work first to boost their confidence.

Write 'a', 'an' and 'the' on the board. Ask students to say some sentences using these articles.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to solve the given worksheet.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Choose the correct options.

- Sara ate _____ apple.

a. a
b. an
c. the

- They wanted to meet _____ President of Pakistan.

a. a
b. an
c. the

- I bought _____ shirt from the market.

a. a
b. an
c. the

- Did you forget to bring _____ umbrella?

a. a
b. an
c. the

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

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

Unit Name: One Thing at a Time **Topic:** Adjectives **Date:** _____

Objective(s):

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

Identify describing words as adjectives.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 7, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show different pictures cards to students, e.g. elephant, pillow, bananas, green shirt, house, cake, etc. Ask students to look at the given pictures and tell their names. Encourage them to describe each picture in a word. For example; a big elephant, a soft pillow, three bananas, a green shirt, a big house and a sweet cake. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn adjectives. Ask them if they know what adjectives are. Have them recall that describing words are also called adjectives. Tell them that words that tell us more about a noun or a pronoun are called adjectives. Ask them to open their textbooks at page 7. Read statement (v) from the 'Grammar' section. Ask students to read the given sentences and notice the use of adjectives. Tell them that the words highlighted in red colour are adjectives.

Activity 1:

Write some adjectives on the board, e.g. tall, old, blue, clever, big, nice, etc. Ask students to read the given words and use them in your own sentences. Ask them to raise their hands one by one and say a sentence using the describing word. Appreciate them for their correct responses.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to tell what adjectives are. Share more examples from their surroundings.

Homework:

(0 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: One Thing at a Time

Topic: Adjectives

Date:

Objective(s):

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

Identify describing words as adjectives.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 7

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some sentences on the board using adjectives (describing words), e.g. Bilal is a good boy, Sara is wearing a pink dress, the stone is very hard, the old man is sitting on the chair, Sajid is a brave man, etc. (You can write more sentences if you want to). Now call some students to come to the front and ask them to underline adjectives in the given sentences. Appreciate them for their correct responses. Pay special attention to the weak students.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do activity of adjectives. Ask them if they know what adjectives are. Ask them to share examples as well. Have them recall that describing words are also called adjectives. Tell them that words that tell us more about a noun or a pronoun are called adjectives. Ask them to open their textbooks at page 7. Read statement (vi) from the 'Grammar' section. Ask students to look at the given pictures and write two adjectives about each. Also make sentences using them. Now ask students to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to tell what adjectives are. Share more examples from their surroundings.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Homework: (2 mins)

Make a list of ten adjectives in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: One Thing at a Time

Topic: Capitalisation

Date:

Objective(s):

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

Use capitalization according to the rules learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 8

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some sentences on the board without capital letters, e.g. the weather is very cold in january, sana was born in karachi, we will celebrate birthday on sunday, etc. Now ask students to read the given sentences. Ask them to tell is there any mistake in the given sentences. The student who says yes, will come and correct the mistake. Try it with some random students. Pay special attention to the weak students. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn some rules of capitalisation. Ask them if they know what some rules of capitalisation are. Have them recall the first letter of the first word of a sentence is always capital. Tell them that names of people, places, pets and months always start with a capital letter. Ask them to open their textbooks at page 8. Read statement (vii) from the 'Grammar' section. Ask students to read the given sentences and notice the use of capitalisation. Ask them to notice the highlighted letters in the sentences.

Activity 1:

Now read statement (viii) from the 'Grammar' section. Ask students to punctuate and rewrite the given sentences in their notebooks. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Ask them to write neatly without any spelling error. Praise the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some rules of capitalisation.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Unit Name: One Thing at a Time Topic: Syllables Date: _____

Objective(s):

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

Write multi-syllable words with correct spelling.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 8, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some two- and three- syllable words on small pieces of paper. Mix them in a basket. Invite some students to the front of the class. Ask them to pick one paper from the basket and tell whether it is a two-syllable word or three-syllable. Try to involve maximum students in the activity. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn multi-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 words with more than one syllable are called multi-syllable words. Now ask them to open their textbooks at page 8. Read statement (i) from the 'Writing' section. Ask students to read the given multi-syllable words. Read the given words aloud and ask them to read after you with correct pronunciation. Tell them that win.dow, pen.cil, ze.bra are two-syllable words whereas um.brel.la, straw.ber.ry and but.ter.fly are three-syllable words.

Activity 1:

Now read statement (ii) from the 'Writing' section. Ask students to take out their notebook. Ask them to write five multi-syllable words with their syllable division. Ask them to write neatly with correct spelling and with correct syllable division. Encourage them to do their work on their own. Take rounds while they

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

are doing their work. Help them if they need it. Praise the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell:

- What are syllables?
- What are multi-syllable words?

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: One Thing at a Time

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 8

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Draw a mind map of daily routine on the board and write two words around it, e.g. eat breakfast, brush teeth, etc. Ask students to read the given mind map and try to add more words in it according to their daily routine. Ask each student to add at least one word in the mind map. Pay special attention to the weak students. Appreciate them for their efforts.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to do some creative writing. Write the topic 'Daily Routine' 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 daily routine with the students. Encourage them to share their routine as well. Tell them that every task is important and they are part of their daily routine. Everyone has their own routine and they should complete one task at a time.

Activity 1:

Ask students to open their textbooks at page 8. Read statement from the 'Creative Writing' section. Ask students to write ten sentences about their daily routine. 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.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

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

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Unit Name: Befriending a Jackal Topic: Reading Date:

Objective(s):

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

Use pre-reading strategies to: Predict some words that might occur in a text by looking at a picture/title.

Resource Material:

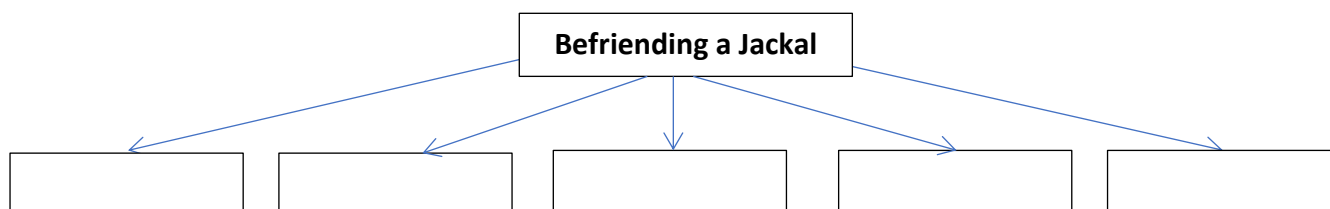
Chalk/Marker, White/Blackboard, Textbook page 9

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

Ask students to share the name of their best friend. 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 "Befriending a Jackal". Tell them that it's a story about two friends who are strangers. Ask students to open their textbooks at page 9. Ask students to look at the given poster given in 'Let's Get Started'. The poster shows the qualities of a good friend. They are listen well, share nicely, be respectful and support others. Now ask students to read the given poster and share good qualities about your best friend.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Ask them to tell how we can be good friends. Discuss it in a few sentences. Try to engage all students in the discussion. Relate it to students' own experience at school.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share more examples of digraphs and trigraphs.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1 Periodic Unit: 1 Week: 3 Lesson Plan: 5
Unit Name: Befriending a Jackal 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 10, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show students picture cards of different farm and wild animals. Ask students to look at the given pictures and tell the name of the animal shown. Also tell is it a farm animal or wild animal. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to start the new unit "Befriending a Jackal". Tell them that it's a story about two friends who are strangers. Ask students to open their textbooks at page 10. Read the text from first paragraph...before... the while-reading box.

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. Explain to students the theme of the lesson. Tell students that they should neither trust strangers nor should they make them friends. While reading the text, ask student to underline difficult words and try to guess their meanings. Ask them to learn their spelling also.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

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

Homework: (2 mins)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**
Unit Name: Befriending a Jackal **Topic: Reading** **Date:**

Objective(s):

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

- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (**while reading**) to skim through common graphical features such as pictures and tables in texts to increase understanding.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 10 and 11

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

As this is the continuity of the previous lesson. Ask students different questions related to the previous lesson to check their level of understanding. Ask them to tell what jackal wanted to eat, where did jackal and deer live, who is the friend of crow, etc. Encourage students to raise their hands and answer the given questions correctly. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read the complete unit "Befriending a Jackal". Tell them that it's a story about two friends who are strangers. Ask students to open their textbooks at page 10 and 11. Read the text from one day the jackal took...till...the 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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

develop better understanding of the text. Explain to students the theme of the lesson. Tell students that they should neither trust strangers nor should they make them friends. While reading the text, ask student question given in the while-reading box i.e. where did the jackal take the deer? They may answer the jackal took the deer to a large green field.

After reading the text, ask student to underline difficult words and try to guess their meanings. Ask them to learn their spelling also.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the meanings of the underlined words.

Homework: (2 mins)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Befriending a Jackal

Topic: Silent Letters

Date:

Objective(s):

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

Pronounce and spell simple words with silent letters such as 'w' in write and 'k' in know.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 11

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Draw four columns on the board. Write the letters 'w', 'r', 'k' and 'n' in the columns. Now ask students to tell some words that start with the letters 'w', 'r', 'k' and 'n'. Write the words on the board. Appreciate them by saying well done/ good/ very good for their efforts. After that ask students to read the given words aloud with correct pronunciation. Correct them if they read the words wrong.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn silent letters. Ask them if they know what silent letters are. Tell them that silent letters are spelt in words but not pronounced. Ask them to open their textbooks at page 11. Read statement (i) from the 'Phonics' section. Ask students to read and pronounce the following words with different silent letters. Tell them that in the words knee, knot, knife and knob. The letter 'k' is silent. In the words write, wrist, wrap and wrong. The letter 'w' is silent. Because these letters 'k' and 'w' are there in the words but they are not pronounced actually that's why they are called as silent letters.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Now read statement (ii) from the ‘Phonics’ section. Ask students to make two words using the given silent letters. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if they need. Praise the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell what silent letters are. Also share some examples.

Homework: (0 mins)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Unit Name: Befriending a Jackal **Topic:** L/S **Date:** _____

Objective(s):

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

Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to offer and respond to greetings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12

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 ‘Thank you’, ‘Welcome’, ‘How are you’, ‘That’s great’ on the board. Ask students to read the given expressions and use them in their own sentences. Appreciate them by saying good/very good.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to read a dialogue about offer and respond to greetings. Ask students to open their textbooks at page 12. Read statement from the ‘Listening and Speaking’ section. Ask them to practise the given dialogue to understand the use of greetings. Explain to them that formulaic expressions are words and phrases used in everyday situations to communicate for different purposes. Tell them that formulaic expressions are used to show good manners and polite behaviour. Share more

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

expressions with the students. 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 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to think and share more formulaic expressions.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**
Unit Name: Befriending a Jackal **Topic: Q/A** **Date:**

Objective(s):

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

Use critical thinking to respond to the text (post reading): Relate what is read to their own experiences

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12

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 recall the lesson 'Befriending a Jackal' and retell its story in their own words. Ask students to raise their hands one by one and tell how many characters are there in the story. Appreciate them by saying good/very good.

Main Activities/Concept Building: (25 mins)

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

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. Discuss the expected answers to the questions and 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 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

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

Homework: (2 mins)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: Befriending a Jackal

Topic: Inflectional Endings

Date:

Objective(s):

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

Recognize specific parts of words including common inflectional endings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12 and 13

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Draw two columns on the board. Write some singular nouns in one column, e.g. cow, book, pencil, shop, brush, window, desk, box, bus, etc. Call students to come in front of the class and write the plurals of the given nouns in the second column. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn inflectional endings. Explain to them that an inflectional ending is a letter or a group of letters added to the end of a word to change the form of the word. Some

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

inflectional ending are ‘-s’, ‘-es’, ‘-ing’ and ‘-ed’. Ask them to open their textbooks at page 12. Read statement (ii) from the ‘Comprehension’ section. Ask them to read the given words and notice the use of different inflectional endings. Explain the concept by giving examples on the board.
Now ask students to find six words having inflectional endings from the unit and underline them.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to solve the given worksheet.

Homework: (2 mins)

Do activity (iii) from page 13 of the textbook in your notebook.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Add ‘-ed’ and ‘-ing’ to the following words.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

<i>Words</i>	<i>+ed</i>	<i>+ing</i>
jump		
play		
kick		
hand		
stay		
start		

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

Unit Name: Befriending a Jackal

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 13

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

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 some questions related to the lesson 'Befriending a jackal' such as:

- Name different characters of the story.
- Where did the jackal and the deer live?
- Why was the jackal crying?
- Where did the jackal take the deer?

Encourage students to answer the given questions for their better understanding. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to do some activities from 'Time to Think' section. Ask them to open their textbooks at page 13. Read statement (i) from the 'Time to Think' section. Ask them to read the story again and write the purpose of the jackal's friendship with the deer. Ask students to take out their notebooks and start writing the purpose. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Ask them to write neatly. Praise the students who finish their work first to boost their confidence. After completing their work ask them to suggest another ending for the story. Ask students to raise their hands and share their views with their classmates.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to share the ending of the story.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: Befriending a Jackal

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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Chalk/Marker, White/Blackboard, Textbook page 13, word cards, basket

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

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 mins)

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 ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 6

Unit Name: Befriending a Jackal

Topic: Naming, Action and Describing Words

Date:

Objective(s):

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

Recognize and classify into different categories of, and use more naming, action and describing words, from pictures, signboards, labels, in their immediate and extended environment.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 13 and 14

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Draw three columns on the board. Write 'Naming Words' in the first column, 'Action Word' in the second column and 'Describing Words' in the third column. Encourage students to help you in completing the columns by writing examples on the board. Ask them to tell what naming, action and describing words are. Appreciate them for their efforts. Also do clapping for the class.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn about naming, action and describing words. Have them recall that naming words are the names of people, animals, places and things. Tell them that naming words are also called nouns. Have them recall that an action word represents an action of a noun. Tell them that action words are also called verbs. Have them recall that describing words are also called adjectives. Tell them that words that tell us more about a noun or a pronoun are called adjectives. Ask them if they know what signboards are, what are they used for. Ask them to open their textbooks at pages 13 and 14. Read statement (ii) from the 'Vocabulary' section. Ask students to look at the given signboards and write three naming, action and describing words 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 be. Ask them to write neatly. Praise the students who finish their work first to boost their confidence. After completing their work ask them to share what they have written with their classmates. Appreciate them by clapping.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some examples of naming, action and describing words.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 7

Unit Name: Befriending a Jackal

Topic: Direction Words

Date:

Objective(s):

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Recognize and classify into different categories of, and use directions (beyond, behind, upward, downward, backward, forward, etc.) in their immediate and extended environment.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 14

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask different questions from the students, for example

- Where is your book?
- Where is your pencil?
- Where are you sitting?
- Where is your bag?

They may answer the book is on the table or in the bag, the pencil is in the bag, we are sitting on the chair, the bag is on the floor. Appreciate them on their answers.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn direction words. Explain to them that some words are used to show the direction of a noun or pronoun. These are called direction words. Explain the concept by using classroom objects. For example, the chair is behind the table, the pencil is under the table, etc. Ask them to open their textbooks at page 14. Read statement (iii) from the 'Vocabulary' section. Ask students to look at the given picture and read the sentences to understand the use of direction words. Read each sentence one by one and explain it to students using the picture.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to tell what direction words are.

Homework:

(2 mins)

Do activity (iv) from textbook page 14 in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: Befriending a Jackal

Topic: Countable and Uncountable nouns

Date:

Objective(s):

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

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

Identify and differentiate countable and uncountable nouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 15, poster

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring real objects in the class or use classroom objects. For example: books, chairs, pencil, glass of water, rice and flour, etc. Ask students different questions about these objects. Such as:

- How many books, chairs and pencils are there?
- How much water is there in the glass?
- How many grains of rice are there in the bowl?

Encourage students to answer them correctly. Appreciate them by saying well done/good/very good.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn countable and uncountable nouns. Ask them if they know what countable and uncountable nouns are. Explain to them that countable nouns are those that we can count. They have singular and plural forms, for example table, chair, etc. Uncountable nouns are those that we cannot count. They don't have plural forms, for example milk, oil, etc. Use poster to explain the concept and give more example. Ask them to open their textbooks at page 15. Read statement (i) from the 'Grammar' section. Ask students to read the given countable and uncountable nouns. Encourage students to think and give more examples.

Activity 1:

Now read statement (ii) from the 'Grammar' section. Ask students to sort out countable and uncountable nouns and write them in the correct columns. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to tell what countable and uncountable nouns are. Also share examples.

Homework:

(2 mins)

Make a list of ten countable nouns and ten uncountable nouns in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Poster

Countable



Apple



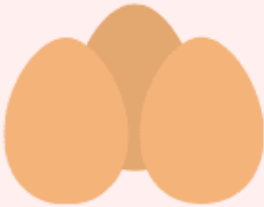
Cake



Sandwich



Clock



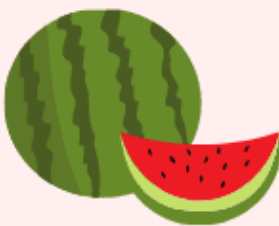
Egg



Grapes



Carrot



Watermelon



Brinjal



Burger

Uncountable



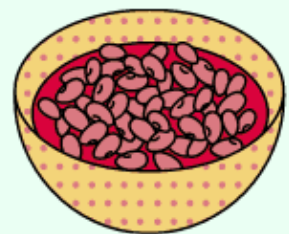
Water



Milk



Flour



Beans



Sugar



Salt



Cheese



Meat



Tea



Honey

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

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

Unit Name: Befriending a Jackal **Topic:** Articles **Date:** _____

Objective(s):

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

Identify and use the definite article 'the'.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 15 and 16

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to tell:

- What are the three articles we have learnt before? They may answer: 'a', 'an' and 'the'.
- Are the articles 'a' and 'an' used before singular nouns or plural nouns?
- Share any rule using the definite article 'the'.

Encourage all students to answer one by one. Pay special attention on the weak students. Appreciate them for their correct responses.

Main Activities/Concept Building:

(24 mins)

Tell students that today they are going to recall some rules of articles. Have them recall that 'a' and 'an' are called indefinite articles. 'The' is called the definite article. Discuss the rules of definite and indefinite articles with them. Have them recall that 'a' is used before singular nouns that begin with a consonant sound. 'An' is used before singular nouns that begin with a vowel sound. Tell them that there are different rules to use definite article 'the'. 'The' is used when we know there is only one of a particular thing. 'The' is also used with the names of rivers, seas, oceans and mountains. 'The' is also used before a noun if we repeat it. Ask them to open their textbooks at page 15 and 16. Now read statement (iii) from the 'Grammar' section. Ask students to choose the correct articles to complete the given sentences. Encourage them to do their work on their own. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(8 mins)

Ask students to solve the given worksheet.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Worksheet

Name: _____

Date: _____

Complete the sentences using 'a', 'an' or 'the'.

- _____ plates are on the dining table.
- I want _____ burger.
- There is _____ orange on the table.
- _____ students are welcoming the chief guest.
- He is in _____ rush.
- I have got _____ plan for that.
- She is always smiling and kind to _____ students.
- A teacher is _____ important person in everyone's life.
- He is _____ best in this subject.
- There was _____ lot of fun while playing cricket.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: Befriending a Jackal

Topic: Adjectives

Date: _____

Objective(s):

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

Use adjectives of colour, shape, and size.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 16

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring real objects in the class or use classroom objects. For example: orange, apple, board, pencil, lunch box, etc. Ask students different questions about these objects. Such as:

- What is the shape of an orange, a board, a lunch box?
- What is the colour of an apple, a pencil?

Encourage students to answer them correctly. Appreciate them by saying well done/good/very good.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn kinds of adjectives. Ask them if they know what adjectives are. Have them recall that describing words are also called adjectives. Tell them that words that tell us more about a noun or a pronoun are called adjectives. Explain to them that words which describe the colour of nouns or pronouns are called adjectives of colour. Words which describe the shape of nouns or pronouns are called adjectives of shape. Words which describe the size of nouns or pronouns are called adjectives of size. Ask them to open their textbooks at page 16. Read statement (iv) from the 'Grammar' section. Ask students to look at the given pictures, read the sentences and notice the use of adjectives. Ask them to look around their surroundings and share some adjectives of colour, size and shape.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to tell what kinds of adjectives are. Also share example for each kind.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Unit Name: Befriending a Jackal

Topic: Adjectives

Date:

Objective(s):

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

Use adjectives of colour, shape, and size.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 16 and 17

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Draw three columns on the board. Write 'Colour', 'Shape' and 'Size' in the columns. Ask students to share the examples of adjectives of colour, shape and size and help you in completing the columns. Appreciate them for their efforts by saying well done/good/very good.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do activity of kinds of adjectives. Ask them if they know what adjectives are. Have them recall that describing words are also called adjectives. Tell them that words that tell us more about a noun or a pronoun are called adjectives. Have them recall that words which describe the colour of nouns or pronouns are called adjectives of colour. Words which describe the shape of nouns or pronouns are called adjectives of shape. Words which describe the size of nouns or pronouns are called adjectives of size. Ask them to open their textbooks at page 16 and 17. Read statement (v) from the 'Grammar' section. Ask students to read the given sentences and underline adjectives in them. Also write their kinds. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Ask them to write neatly. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to look around their surroundings and share examples of adjectives

Homework:

(2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Worksheet

Name: _____

Date: _____

Describe each picture using different kinds of adjectives.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: Befriending a Jackal

Topic: Capitalisation

Date:

Objective(s):

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

Recognize and apply capitalization to the initial letter of proper nouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 17

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some sentences on the board without capitalisation. Ask students at random to come and rewrite the given sentences. Appreciate them by clapping. Pay special attention to the weak students.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn rules of capitalisation. Have them recall the first letter of the first word of a sentence is always capital. Tell them that names of people, places, pets and months always start with a capital letter. Explain to them that we capitalise initial letters of the names of people. We also capitalise the days of the week and months of the year. Ask them to open their textbooks at page 17. Read statement (vi) from the 'Grammar' section. Ask students to read the given sentences and notice the use of capitalisation.

Activity 1:

Now read statement (vii) from the 'Grammar' section. Ask students to capitalise and punctuate the given sentences. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some rules of capitalisation.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

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

Unit Name: Befriending a Jackal **Topic: Numbers** **Date:** _____

Objective(s):

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

- Write numbers from 50 to 100 in words.
- Write ordinal numbers “first to thirtieth in words.”

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 17, picture cards, learning chart

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, “Alhamdulillah”.

Paste different picture cards of animals on the board, for example turtle, frog, deer, elephant, giraffe, etc.

Ask students the position of animals. Such as, which animal is on the second position, which animal is on the fifth position, etc. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to play with numbers. Ask them if they know what ordinal numbers are. Have them recall that a number defining the position of something in a series, such as ‘first’, ‘second’, or ‘third’. They are called ordinal numbers. Use learning to understand the concept. Ask them to open their textbooks at page 17. Read statement (ii) from the ‘Writing’ section. Ask students to write ordinal numbers ‘first to thirtieth’ in words. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need be. Encourage them to write neatly with the correct spelling. Appreciate the students who finish their work first to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to solve the given worksheet.

Homework:

(0 mins)

Do activity (i) from page 17 of the textbook in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

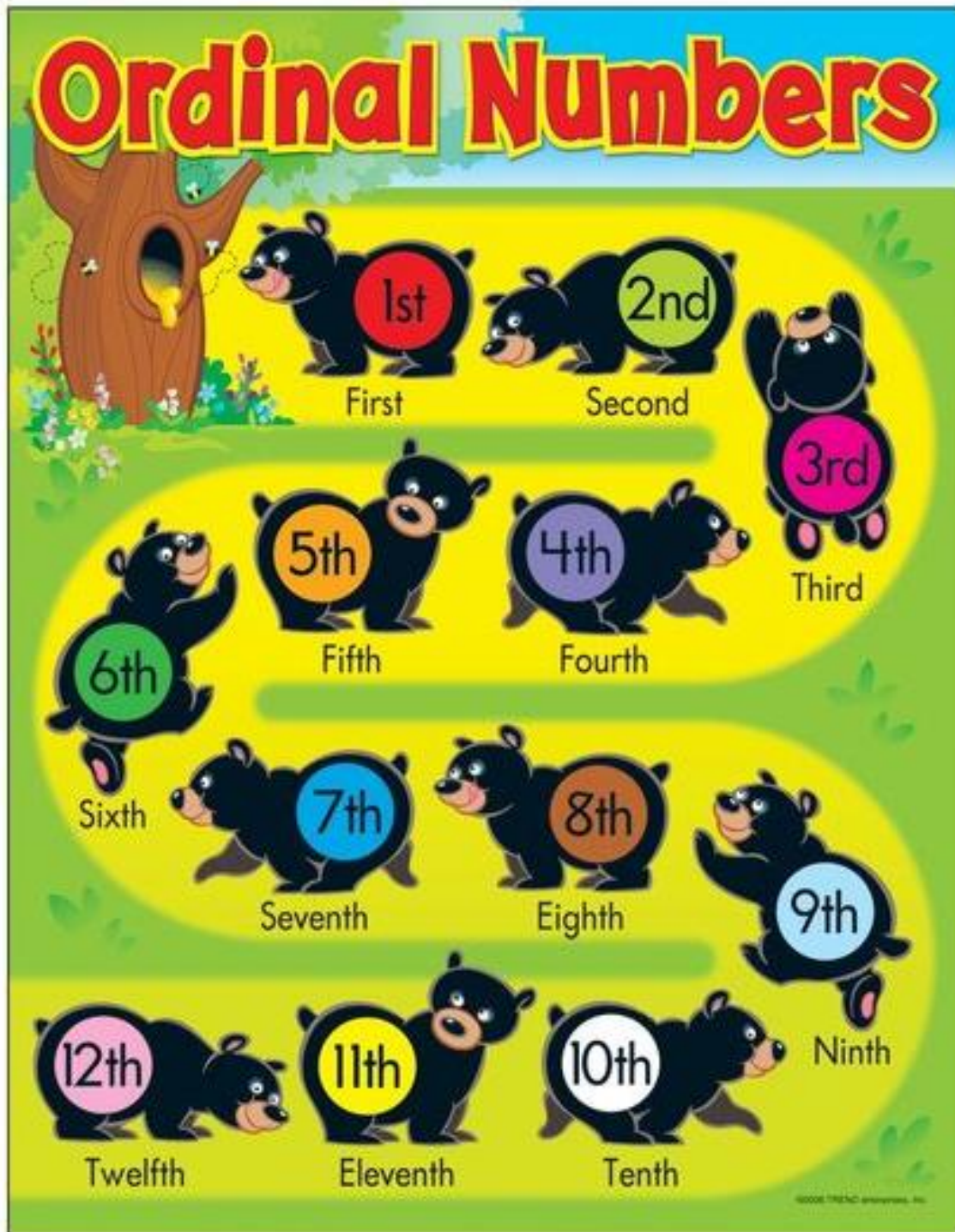
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Learning Chart



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

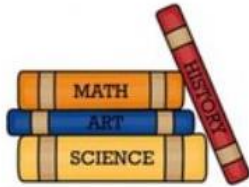
Worksheet

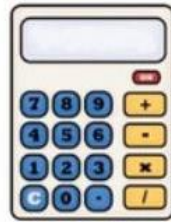
Name: _____

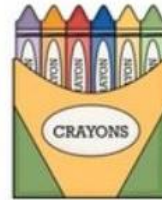
Date: _____

Write 1st, 2nd, 3rd, 4th and 5th under each picture. Then, fill in the blanks.











The  is in the _____ spot.

The  is in the _____ spot.

The  is in the _____ spot.

The  is in the _____ spot.

The  is in the _____ spot.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 7

Unit Name: Befriending a Jackal

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 17

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 'My Best Friend' on the board. Ask students to share some words related to the topic. Now encourage them to answer the given questions orally about their best friend. For example

- Who is your best friend?
- How old he/she is?
- What is his/her date of birth?
- Where does he/she live?
- What is his/her favourite fruit?

Try to involve all students in the activity. Appreciate them for their correct responses. Pay special attention to the weak students.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to do some creative writing. Write the topic 'Friendship' 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. Tell them that friendship is very important in our lives. They can share their problems and happiness with their friends. Tell them that good friends always guide them to do good things.

Activity 1:

Now ask students to open their textbooks at page 17. Read statement from the 'Creative Writing' section. Ask students to write a short paragraph on 'Friendship'. 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 throughout the activity. Appreciate the students who finish their work first to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

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

Homework:

(0 mins)

N/A

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 Mins

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Reading

Date:

Objective(s):

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

Use pre reading strategies to predict some words that might occur in a text by looking at a picture/title.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 18, Poster

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 picture poster of Quid-e-Azam and hang it in the class. Ask students to guess who is this famous personality? Note their answers. Ask them to say the name of Quaid-e-Azam aloud. Ask students at random to guess why is Quaid-e-Azam a favourite personality in Pakistan. Note their responses. Appreciate them for correct answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to start the new unit 'Quaid-e-Azam Muhammad Ali Jinnah.' Tell students that today they are going to learn about famous and important personalities who took part in the independence movement of Pakistan. Tell them that we found this country with many difficulties and tireless efforts. Many people have sacrificed their lives during the freedom movement for the sake of a separate secure land. Muslim leaders worked day and night to fight for the sake of Muslims of sub-continent. Tell them that there are many great leaders we should be thankful for.

Ask students to open their textbooks at page 18. Ask them to look at the pictures and guess the names of personalities. Appreciate them for their correct answers by clapping to boost their confidence. Tell them that these personalities are Sir Syed Ahmad Khan, Fatima Jinnah and Allama Muhammad Iqbal. Ask students at random to tell who is the founder of Pakistan? Note their responses. Tell them that Quaid-e-Azam is the founder of Pakistan. Ask students at random to tell if they know what are the qualities of a great leader. Note their responses. Appreciate them for their answers.

Tell them that a good leader is always kind and compassionate towards people. A good leader always thinks about helping other people on need. A good leader is confident, strong individual who lead the people towards right path. Appreciate students for their answers.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students to share some information about Sir Syed Ahmad Khan, Fatima Jinnah and Allama Muhammad Iqbal.

Homework:

(2 min)

Ask them to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Write 5 sentences about each personality.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Reading

Date:

Objective(s):

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

- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific factual information to answer short questions based on the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 18 and 19, 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'.

Ask students to sit in a circle. Throw a cushion towards one student. Ask the student to tell the names of some famous personalities who serve for Muslims in freedom movement of sub-continent. Note the answer. Ask student to pass on the cushion to other student. Now ask other student to share some information about Allama Iqbal. Ask them to share their knowledge aloud with fellow students as well. Repeat the process with other students as well. Ask students to share information about Sir Syed Ahmad Khan and Fatima Jinnah as well.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to start the new unit 'Quaid-e-Azam Muhammad Ali Jinnah.' Tell them that Quaid-e-Azam is our National Hero and founder of Pakistan. Ask students to open their textbooks at page 19. 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 student at random to tell where did Quaid-e-Azam go for higher education. Note the answer. Appreciate the student for correct answer. Tell students that Quaid-e-Azam went to England to complete his higher education. Quaid-e-Azam studied law at Lincoln's Inn.

Activity:1

Make pair of students. Ask each pair to come in front of the class and share one line each about Quaid-e-Azam to their fellow students. Encourage them to use information they just read in the unit. Make sure to involve all the students. Help them if need be. Appreciate all students for their efforts by clapping for them.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to tell why Quaid-e-Azam went to England. Note their response.

Homework:

(2 min)

Solve the worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Reading

Date:

Objective(s):

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

- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific factual information to answer short questions based on the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 19 and 20

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 two groups of students. Recall the unit previously discussed with them. Ask both pairs to think of some information about Quaid-e-Azam Muhammad Ali Jinnah. Call two students from each group to come in front of the class and share one line each about Quaid-e-Azam 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 information about Quaid-e-Azam, other group wins. Appreciate students for their efforts.

Main Activities/Concept Building:

(23 min)

Tell students that today they are going to read unit 'Quaid-e-Azam Muhammad Ali Jinnah.' Tell them that Quaid-e-Azam is our National Hero and founder of Pakistan. Ask students to open their textbooks at page 19, 20. 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 Quaid-e-Azam disappointed with Hindu leaders? Note their answers. Tell them that at first, Quaid-e-Azam was in favour of Hindu-Muslim unity. But soon, he realized that Hindu's never consider Muslims their counterpart. They consider Muslims inferior to them and never take their sides in front of British Government. At this moment, Quaid-e-Azam decided to fight for the rights of Muslim of Sub-continent and demanded and separate homeland for Muslims where they can live in peace and harmony.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share some information about Quaid-e-Azam life before he joined All-India Muslim League. 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: long and short vowel

Date:

Objective(s):

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

Classify, Pronounce and practise long and short vowels and as they occur as practice items and sentences in reading lessons.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 20, 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'.

Bring a chart of vowels and place it on the board. Ask students to tell what are these letters called. Note their responses. Tell them that a, e, i, o and u are called vowels. Tell students that today we are going to do a fun activity. Ask them to find the names of objects around the classroom that has a vowel letter in its spellings. Ask them to say the names of objects aloud by taking turns. Write these name on board to form a list. Appreciate them for their efforts.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about long and short vowel sounds. Explain the concept of long and short vowel sounds by pronouncing them aloud. Ask students to pronounce the sounds with the correct pronunciation as well.

Ask them to open their textbooks at page 20. Read statement (i) from the 'Phonics Practice' section. Ask them to read and say the given words with their initial and final sounds aloud. Tell them that that a vowel in a word is short if it does not sound like its name. tell them a vowel in a word is long it sounds like its name. Read the given examples of long and short vowels with the correct pronunciation and ask them to read them after you 3-4 times. Ask them to notice the highlighted vowels and their different sounds in both long and short vowel sound examples.

Read statement (ii) from the 'Phonics Practice' section. Ask students to tick the words with short vowel sounds. Help them if need be.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(7 min)

Ask students at random to tell difference in long and short vowel sounds. Encourage them to share an example of long and short vowel sounds with their fellow students as well.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic:

Date:

Objective(s):

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

- Express and show gratitude.
- Express regret.

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

Make pairs of students. Ask each pair to introduce themselves to each other and also talk about their families in a few sentences. Ask them to share the number of siblings and family members they have. Ask random students what they do if they feel any regret. If they have ever done something wrong that make their siblings/family sad. Tell them that once, you accidentally lost your sister's pen. You feel very ashamed and you said sorry to your sister. Tell them that when you feel regretful, you try to make things better. Encourage students to share their experiences with you and fellow students.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read a dialogues about showing gratitude and expressing regret. Ask students to open their textbooks at page 20. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand the expressions. Ask students to tell what they already know about using these expressions of feeling gratitude and feeling regret. Tell them that we use different formulaic expressions in our conversation to make other person feel appreciated and respected. Tell them that we have so many blessings in our lives. So we should always be thankful for these blessings. Tell them as a human being, we all are prone to make mistakes. But if we did something wrong, we should always say sorry and ask for forgiveness. 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 situations to show feeling of gratitude and regret.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 6

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Q/A

Date:

Objective(s):

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

Use critical thinking to respond to the text (post reading): express understanding of story through pantomime.

Resource Material:

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

Make pairs of students. Distribute sticky notes among the class. Now ask one student to tell the other student some points about Quaid-e-Azam 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:

(25 min)

Tell students that today they are going to learn different questions related to the unit 'Quaid-e-Azam Muhammad Ali Jinnah'. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 21. Read each question from the 'Comprehension Time' 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 7

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Paragraph Writing

Date:

Objective(s):

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

- Recognize and understand that sentences join to make a paragraph.
- In a paragraph, sentences join to make sense in relation to each other
- Identify paragraph as larger meaningful unit of expression representing unity of thought.

Resource Material:

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

Tell students that today we are going to read some stories. Bring a story book in class. Ask students at random to read few lines of first paragraph. Now ask student at random to read the rest of the story one by one. Encourage them for their correct pronunciations and intonation.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about how sentences form paragraphs to make sense in relation to the context. Tell them that a paragraph consists on meaningful sentences. Ask them to open their textbooks at page 21. Read statement (ii) from the 'Comprehension' section. Ask students at random to read the given paragraph with correct pronunciation. Encourage students to read the paragraph with correct pronunciation and intonation.

Activity:1

Make pair of students. ask them to read the given paragraph one by one to each other. Then, ask students at random to come in front of the class and say a sentence about Fatima Jinnah. Ask them to share what they like most about Fatima Jinnah. Note their responses. Appreciate students for their involvement in activity by clapping for them.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking random questions from Quaid-e-Azam and Fatima Jinnah.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1	Periodic Unit: 2	Week: 2	Lesson Plan: 1
Unit Name: Quaid-e-Azam Muhammad Ali Jinnah	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 21, picture poster

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 picture poster of Allama Muhammad Iqbal in class and place it on the board. Ask student at random to guess who is this personality. Appreciate for correct answer. Now ask other students at random to say a sentence about Allama Muhammad Iqbal. Note the responses. Appreciate them for their correct answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to do an activity about Allama Muhammad Iqbal. Ask students to open their textbooks at page 21. Read 'Time to Think' statement. Ask students to get their social studies books and find the topic of Allama Muhammad Iqbal. Ask students at random to read the unit aloud with correct pronunciation. Write some important information about Allama Muhammad Iqbal on board to form a list using the social studies book. For example; Allama Muhammad Iqbal is called the 'Poet of East'. He is a great Muslim thinker and philosopher. He is our National Hero. He was born in Sialkot on 9th November 1877. He completed his higher education in London and got his law degree. He had a great love for Islam. He represented the idea of separate home land for Muslims of sub-continent in 1930, etc. Ask students to write some important points about Allama Iqbal in their notebooks with neat hand writing. 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:

(3 min)

Ask students to say some sentences about Allama Muhammad Iqbal.

Homework:

(2 min)

Write a paragraph about Allama Muhammad Iqbal in the notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

<u>Term: 1</u>	<u>Periodic Unit: 2</u>	<u>Week: 2</u>	<u>Lesson Plan: 2</u>
<u>Unit Name: Quaid-e-Azam Muhammad Ali Jinnah</u>	<u>Topic: Vocabulary</u>	<u>Date:</u>	

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

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

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 22. 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 ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1 Periodic Unit: 2 Week: 2 Lesson Plan: 3
Unit Name: Quaid-e-Azam Muhammad Ali Jinnah Topic: Date:

Objective(s):

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

Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to express and show gratitude, to express regret.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 22, 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'.

Ask students to sit in a circle. ask student at random to tell what he/she do if she feel blessed or feel gratitude towards someone or something. Note the response. Encourage other students at random to share their experiences as well. Ask them to share the incidents which made them feel gratitude towards someone. Appreciate them for their answers by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about how to express gratitude and regret. Ask them to open their textbooks at page 22. Read statement (ii) from the 'Vocabulary' section. Tell students that we can use some expressions to express our gratitude. Read the expressions given on textbook aloud and ask students to repeat after you. Read statement (iii) from the 'Vocabulary' section. Make pair of students. Ask them to say these expressions of gratitude to each other for practice and notice the use of expression. Read statement (iv) from the 'Vocabulary' section. Read the expressions given on textbook aloud and ask students to repeat after you. Read statement (v) from the 'Vocabulary' section Tell students that we can use some expressions to express our regret. Make pair of students and ask them to say these expressions of regret to each other for practice.

Activity 1:

Read statement (iii) and (v) from the 'Vocabulary' section. Write the sentences on the board. Make pair of students. Ask them to identify the expressions of gratitude and expressions of regret form the given sentences.

Sum Up:

(3 min)

Summarise the key concept of formulaic expressions to how gratitude and regret with your students.

Assessment:

(5 min)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Ask student at random to share an expression to show regret or gratitude to fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 4

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Singular/Plurals

Date:

Objective(s):

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

Recall changing number of simple naming words by adding and removing 's' and 'es'.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Write the names of different objects from the classroom, for example pencil, pen, bag, notebook, eraser, book, chair, table, etc. on board. Ask students to read these names aloud. Point to different objects and ask students to tell their names. Now show a book and ask any student to tell what it is. Then pick another book and show both books to students and ask them what it is. Note their answer. Tell them that these are books. 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 singular and plural nouns. Recall the concept of naming words (nouns). 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.

Tell them that when a noun end in a consonant or a vowel +y, we add -s to the noun to make plural. When a noun ends in '-s', '-x', '-z', '-ch' and '-sh', we add -es to the noun. If a noun ends in a consonant +o, we normally add -es to the noun. 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

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)

Solve the worksheet at home.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Add -s or -es to make plurals of the given words.

cat_____

pencil_____

fox_____

exam_____

bus_____

chair_____

wish_____

sign_____

doll_____

branch_____

quiz_____

forest_____

glass_____

bone_____

beach_____

Make plurals of the given words.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

inch _____	class _____
tax _____	peach _____
dress _____	frog _____
match _____	box _____
guess _____	dish _____

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Article a/an

Date:

Objective(s):

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

Recall and recognize that plural nouns do not take the articles *a* or *an*.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 23

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students to say some sentences using articles 'a' and 'an'. Write some word with initials vowel and consonants on board. Ask students at random to add 'a' or 'an' before each word. Make sure to involve all students in this activity. Appreciate students by clapping to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about omitting of articles 'a' and 'an'. Ask students to open their textbooks at page 23. Read statement (iii) from the 'Grammar' section. Read the given examples aloud and ask students to repeat after you. Tell students that we do not write the indefinite articles 'a' and 'an' before plural nouns. Ask students to notice the highlighted articles in each example. Ask them to notice how we omit articles 'a' and 'an' before plural nouns.

Activity 1:

Ask students to open their textbooks at page 23. Read statement (iv) from the 'Grammar' section. Read the given examples aloud and ask students to repeat after you. Now encourage students to re-write the sentences by adding 'a' or 'an' if necessary. Appreciate them for correct answers. Encourage them to do

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to tell when we omit indefinite articles in sentences.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 6

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Action Words

Date:

Objective(s):

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

- Recognize doing words as verbs.
- Use action verbs in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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 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. Ask other students to guess from the actions what action word is written on the note. Try to involve all students in this fun activity. Appreciate the class by clapping.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn some action words. Ask them if they know what action words are. Have them recall that an action word represents the action of a noun. Tell them that word that show actions are called action word. Share simple examples with them. Now ask them to open their textbooks at page 24. Read statement (v) from the 'Grammar' section. Read the given example aloud and ask students to repeat after you. Ask them to notice the highlighted words.

Activity 1:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Read statement (vi) from the ‘Grammar’ section. Ask students to make sentences using the given word in their notebooks. Help them if need be. Encourage them to do their work neatly. Take rounds while they are doing their work. Now ask students to read the unit “Quaid-e-Azam Muhammad Ali Jinnah” 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 make sentences using action words from the unit.

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 7

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Capitalisation

Date:

Objective(s):

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

Recognize and apply capitalization to the initial letter of days of the week and months of the year.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 24, 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. Throw a ball towards a student and ask him/her what is a noun. Appreciate for correct answer. Throw ball to another student and ask to share some examples of nouns. Repeat the process with fellow students as well. Ask students to make a sentence using nouns. Encourage random students to write these sentences on board with correct capitalisation. Tell students that we capitalise the first letter of sentence. Appreciate them for their work.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about capitalisation. Tell them that we capitalise the initial letters of the names of people. We also capitalise the days of week and months of the year. Now ask them to open their textbooks at page 24. Read statement (vii) from the ‘Grammar’ section. Read the give examples aloud and encourage student to read after you. Ask students to notice the highlighted word.

Activity 1:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Read statement (viii) from the ‘Grammar’ section. Ask students to re-write the sentences using correct pronunciation in their notebooks. Ask students to do their work individually on their own. Encourage them to share more sentences with fellow students using nouns.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write few sentences on board using names of months and days of week. Encourage students to rewrite them with correct capitalisation on board. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to solve the given worksheet at home.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Re-write the following sentences with correct capitalisation.

1. yesterday, I went to sea view hotel.

2. salman and ahmad will be here in july.

3. minar e pakistan is a beautiful monument of pakistan.

4. Last friday, we read the book goodnight moon.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

5. I don't understand french at all.

6. My favourite poetess is helen moore.

7. Do you like the ugly duckling story?

8. The pacific ocean is the biggest ocean of the world.

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 1

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

Topic: Guided Writing

Date:

Objective(s):

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

Use the reading texts as models for their own writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook 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'.

Have students sit in a circle. Throw the cushion to a student and ask him/her to tell the name of his/her favourite personality and the reason of their likeness 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:

(27 min)

Tell students that today they are going to write a short paragraph. Write the topic 'favourite Personality' on the board. Ask students to tell what do they understand by reading the topic.

Ask students to open their textbooks at page 24. Read statement from the 'Guided Writing' section. Ask students at random to tell some information about their favourite personalities. Make pairs of students and ask them to share some sentences about their favourite personalities with each other. Now encourage students to write a short paragraph about their favourite personality in their notebook. Help them if need

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

be. 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 favourite personality.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Unit Name: Quaid-e-Azam Muhammad Ali Jinnah

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 24, 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'.

Have students sit in a circle. Throw the ball to a student at random and ask him/her to tell what they want to become when they grow up. Note the answer. Throw ball to other student at random and ask the same question. Repeat the process with each student. Appreciate them for their answers.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to do some creative writing. Write the topic 'My Aim in Life' 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.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Ask students to open their textbooks at page 24. Read statement from the 'Creative Writing' section. Tell them that we all should have an aim in our lives. Our aim gives us motivation to work hard to achieve our aim. Tell them that our aims must be positive and constructive in nature. They should give benefit to us as well as others. Share your aim of life with students and tell them how you struggled to achieve your aim. Ask students to write a few sentences about their aim in life in their notebooks. 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 aim in life.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Unit Name: Crossing the Street

Topic: Reading

Date:

Objective(s):

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

- Use pre reading strategies to: Predict some words that might occur in a text by looking at a picture/title.
- Recite poems with actions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 25 and 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 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.

Crossing the Street

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

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 traffic 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: (25 min)

Tell students that today they are going to start the new unit 'Crossing the Street'. Tell them that it's a poem about traffic lights. Ask students to open their textbooks at page 25. 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 25. Ask them to look at the pictures and tell names different objects shown in the picture. Ask students at random to tell that do they follow traffic rules. Note their responses. Encourage them to get involved in the poem by describing the picture. and making predictions about poem.

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 with actions. Ask them to listen to it carefully and repeat it after you 3-4 times. Tell them that this poem is written by 'Ruby Denton'. Tell them that we should always follow traffic light and traffic rules for our safety. By following the traffic light and road dafty sings, we not only protect ourselves but also the others. Traffic light makes it easier and safer for us to use a road. Tell students the meaning of traffic lights.

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. Encourage them to share with each other what traffic lights means.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 4

Unit Name: Crossing the Street

Topic: Diphthongs

Date:

Objective(s):

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

Classify, Pronounce and practice diphthongs as they occur as practice items and sentences in reading lessons.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 27

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring some ice cream sticks in a basket. Write different words using diphthongs on them. Ask students at random to pick on stick and say that word aloud. Correct the pronunciation if needed. Now encourage

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

him/her to find another ice cream stick with a word that has similar pronunciation sound. Appreciate him/her for correct answer. Repeat the process with other students. Help them if need be.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about 'diphthongs'. Tell students that a diphthong is a sound formed by the combination of two vowels in a single syllable. The sound begins as one vowel and moves toward another. Ask students to open their textbooks at page 27. Read statement (i) from the 'Phonics Practice' section. Read the given examples of diphthongs with correct pronunciation. Encourage students to repeat after you. Ask students to notice the highlighted words in each given example.

Activity: 1

Read statement (ii) from the 'Phonics Practice' section. Now encourage students to think of more words using the given diphthongs. Ask to take turns and share their words aloud with fellow students. Encourage students to write these words in their notebooks. Ask them to write neatly with correct spelling. Encourage them to do their work on their own. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (7 min)

Make pair of students. ask them to think of as many words as they can with each given diphthong. Encourage them to share these words with fellow students as well.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

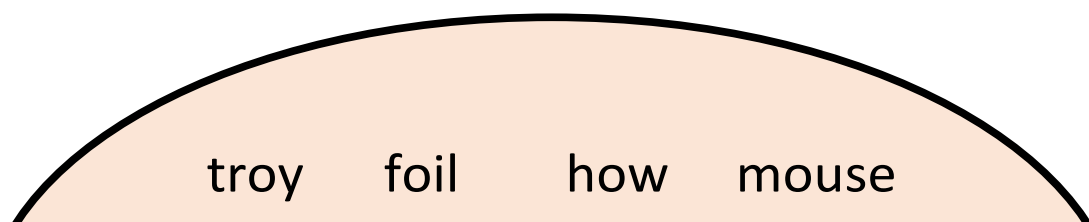
Reason/Comments:

Worksheet

Name: _____

Date: _____

Write the correct words under each diphthong using word bank.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

oy	ow	oi	ou

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

Unit Name: Crossing the Street **Topic:** **Date:** _____

Objective(s):

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

- Listen and respond to commands.
- Express likes and dislikes

Resource Material:

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Ask students to sit in a circle. Throw a cushion toward any student at random. Ask student to share what he/she likes to eat the most. Note the answer. Now ask if there is anything he/she dislikes in food. Appreciate him/her for answer. Throw cushion toward another students and ask him/her what they like most about school. Appreciate him/her for the answers. Now repeat the process with random students asking different questions about their likes/dislikes. Appreciate them by clapping for them for their responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to read a dialogues about listening and responding to commands, and expressing likes and dislikes. Ask students to open their textbooks at page 27. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogues one by one to understand by these dialogues.

Tell students that we should respond to the commands properly. If we are given instructions or commands by our parents. Teachers or elders, we should follow them. It is in our own good to follow the commands properly. Tell students that we can express our likes and dislikes using appropriate expressions in conversations. If we don't like something, we should express our unlikeliness using polite words. After that make pairs of students and ask them to practise the given dialogues one by one.

Activity: 1

Make pair of students. Write names of few foods and drinks item on the board. Encourage students to use these food and drink items in sentences of their own. Tell them that we are going to do a fun activity. Point towards a random food item on the board. Ask student at random to tell if he/she likes it or not by saying 'I like milk' or 'I don't like milk', etc. Repeat the process with random students using different food item from the board.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Make pairs of students. ask a pair at random to come in front of the class. Ask them to give different commands to each other one by one. Encourage them to follow each other's the commands properly. Help them if need be. Write come command on board for students to follow, for example;

- Open the door.
- Switch off the light.
- Bring me a pencil.
- Pick up the pen.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 6

Unit Name: Crossing the Street

Topic: Q/A

Date:

Objective(s):

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

Use critical thinking to respond to the text (post reading): Apply world knowledge and own opinion to the text read.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 28

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 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. Distribute sticky notes among the class. Now ask one student to tell the other student some points about road safety/traffic lights 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: (25 min)

Tell students that today they are going to learn different questions related to the unit 'Crossing the Street'. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 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' section.

Homework: (2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Unit Name: Crossing the Street Topic: Gapped Summary Date:

Objective(s):

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

Use summary skills to provide the missing words in a gapped summary.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 28

Teaching & Learning Activities:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

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 sit in a circle. Ask a student at random to share what he/she remembered about the previous lesson 'Quaid-e-Azam Muhammad Ali Jinnah'. Ask other student at random to share the information of previous unit as well. Ask students if they know what a summary is. Note their responses. Tell students that summary is a shorter version of a story. Now encourage students at random to share their favourite stories in less sentences but without losing the important information. Make sure to involve all students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about gapped summary. Tell students that we fill in the gaps with suitable word to complete the summary/paragraph. It is called gapped summary. Ask students to open their textbooks at page 28. Read question (ii) from the 'Reading and Critical Thinking' section aloud. Ask students to read the given words aloud. Encourage students to read the given paragraph and fill in the blanks with given suitable words. Ask them to write neatly with correct spelling. Encourage them to do their work on their own. 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 read the complete paragraph aloud with correct pronunciation.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1 Periodic Unit: 2 Week: 4 Lesson Plan: 1
Unit Name: Crossing the Street 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 28, picture card

Teaching & Learning Activities:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

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 picture cards of traffic light and paste them on the board. Now ask students to look at the given picture and tell what does these lights mean. Note their answers. Ask students to role play. Encourage three students to be red, yellow and green light by giving them pictures cards accordingly. Tell other students that if a student raises any card, it will mean that this light is on. Now encourage some other students to pretend to be cars, buses, cycles or other vehicles on a road. Ask students with picture cards to raise the red card first, then yellow and green receptively. Encourage them to follow your instructions. Encourage other students who are pretending to be traffic on road and to follow the traffic lights. Repeat the process two to three time. Make sure to involve all students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that today they are going do an activity about different traffic signs. Ask students to open their textbooks at page 28. Read 'Time to Think' statement.

Ask students to look at the pictures of given traffic signs. Ask them if they know what they mean. Note their responses. Tell them that we all should be aware of different traffic signs and their meanings. It can help to reduce the number of accidents on the road. Now help students to write the meanings of the given pictures on their textbooks.

Activity:1

Draw some traffic signs and safety signs on the board. Ask students at random to come in front of the class and point towards any sign. Ask student to tell what this road sign means. Now encourage student to write the correct answer on board under the picture. Repeat the process with other students as well. Appreciate them for their correct answers.

Sum-up: (2 min)

Summarise the key concepts with your students.

Assessment: (3 min)

Ask students to share any road accident if they have experienced. Engage them in conversation. Make pair of students. draw some traffic signs on board. Ask pairs to ask and discuss with each other what these traffic signs meant. Appreciate them for their efforts.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Unit Name: Crossing the Street

Topic: Vocabulary

Date:

Objective(s):

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

Memorise the vocabulary words with their meanings.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Chalk/Marker, White/Blackboard, Textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they 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 29. 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 ☐

Reason/Comments:

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

Unit Name: Crossing the Street Topic: Date:

Objective(s):

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

Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to: express likes, dislikes and opinions in sentences, express needs and feelings

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Make pair of students. Write names of few foods and drinks item on the board. Encourage students to use these food and drink items in sentences of their own. Tell them that we are going to do a fun activity. Point towards a random food item on the board. Ask student at random to tell if he/she likes it or not by saying 'I like milk' or 'I don't like milk', etc. Repeat the process with random students using different food item from the board.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read some expressions about expressing likes/dislikes and opinions in the sentences. Tell them that they are also going to read about how to express needs and feelings in conversation. Ask students to open their textbooks at page 29. Read statement (ii) from the 'Vocabulary' section. Read the given expressions aloud. Ask students to read the expression as well with correct pronunciation. Ask student to tell what these expressions are about. Tell them that these sentences are about expressing our opinions of likeness/dis likeness about different things.

Activity :1

Read statement (iii) from the 'Vocabulary' section. Read the given expressions aloud. Ask students to read the expression as well with correct pronunciation. Ask student to tell what these expressions are about. Tell them that these sentences are about expressing our needs and feelings to others. Encourage students to read all the expressions three to four times with correct pronunciation.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

call students at random to come in front of the class and share a sentence that express their likes/dislikes, opinions, needs or feelings. Make sure to involve all students in the activity. Appreciate them for their correct answers by clapping for them.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Unit Name: Crossing the Street

Topic: Singular/Plural

Date:

Objective(s):

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

Identify and change the number of nouns by adding 'ies' and 'es' after words ending in y, o, etc.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 30

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they 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. 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. Tell students that if a singular noun ends in -y and letter before the -y is a consonant; we change the ending to -ies to make the noun plural. Tell student that if the singular noun ends in -o, add -es to make it plural.

Now ask them to open their textbooks at page 30. Read statement (i) from the 'Grammar' section. Ask students to look at the given tables of singulars and plurals and read them aloud. Encourage students to read after you.

Activity 1:

Ask students to open their textbooks at page 22. Read statement (ii) from the 'Grammar' section. Ask students to write the plurals according to the rules. 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:

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Unit Name: Crossing the Street

Topic: Adjectives

Date:

Objective(s):

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Use of adjective quantity and quality.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 30 and 31, tennis ball

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'.

Ask students to sit in a circle. Throw a ball to student at random and ask him/her to tell if they know what adjectives are. Note the answer. Throw ball to other students at random and ask them same question as well. Tell them that adjective is a word that tells us something more about noun or pronoun. It further describes the noun. Write few sentences on board using adjectives. For example;

- There are few candies left.
- We have many books.

Underline 'few' and 'many' as these words are further describing the noun 'candies' and 'books'. Write 'many', 'some', 'three', 'four', 'little' on the board and encourage students to use these adjective in sentences of their own. Encourage them to share these sentences with their fellow students as well.

Main Activities/Concept Building: (22 min)

Tell students that today they are going to learn about adjectives. Tell them that words which describe the quantity of nouns or pronouns are called adjectives of quantity. Such as; 'many', 'some', 'three', 'four', 'little' etc. Tell them that words which describe the quality of nouns or pronouns are called adjectives of quality. Ask students to open their textbooks at page 30. Read statement (iii) from the 'Grammar' section. Ask students to look at the given pictures and read the given examples aloud. Ask them to notice the use of highlighted words in each sentence. Tell students that these highlighted words are adjectives because they are further describing the nouns in these sentences. Encourage student to think of more adjectives of quality and quantity. Appreciate them for their answers.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask student at random to tell what are adjectives. Ask them to say a sentence using adjectives of quantity or quality.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 6

Unit Name: Crossing the Street

Topic: Adjectives

Date:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Objective(s):

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

Use of adjective quantity and quality.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 30 and 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. recall the concept of adjectives to students. Encourage students at random to tell what is adjective. Now recall the concept of adjectives of quantity and adjectives of quality. Ask students at random to write a sentence using adjective of quality or quantity on board. Appreciate them for their correct answers.

Main Activities/Concept Building: (25 min)

Tell students that today they are going learn about adjectives. Ask students to open their textbooks at page 31. Read statement (iv) from the 'Grammar' section. Read the given sentences aloud and encourage students to circle the adjectives of quality and underline the adjectives of quantity in the given examples. Encourage them to do their work on their own. Help them if need be.

Activity :1

Ask students to open their textbooks at page 31. Read statement (v) from the 'Grammar' section. Read the given adjectives aloud. Encourage students to use these adjectives of quantity and quality in sentences of their own. Ask them to say their sentence aloud in class by taking turns. Appreciate them for their correct answers. 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)

Ask students to share some examples of adjectives of quantity and quality with fellow students.

Homework: (2 min)

Ask students to complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Name: _____

Date: _____

Tick the correct adjective for each sentence. Re-write the sentences using correct adjective.

- I have _____ books at home. square many

- Zain is a _____ soldier.

- Ali is a _____ boy.

- He has a _____ face. round few

- Sadia is wearing a _____ dress. yellow little

- It was a _____ hall.

- I can buy a _____ books today. more few

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 7

Unit Name: Crossing the Street

Topic: Be, Do and Have as Main Verb

Date:

Objective(s):

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

Identify and make simple sentences with the verbs be, done, do, and have as main verbs.

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'.

Ask students at random to tell what is verb. Note their answers on board. Encourage them to come in front of class and write two verbs on board. Appreciate them for their answers. Now write few sentences on board using verbs. Ask students at random to underline the verbs in sentences. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about concept of main verbs. Tell students that 'be', 'do' and 'have' act as main verbs when they are used in a sentence. Tell them that be, do and have act as helping verbs as well while making sentences but today we will learn about main verbs. Ask students to open their textbooks at page 32. Read statement (vi) from the 'Grammar' section. Read the give tables aloud. Write the forms of 'be', 'do' and 'have' on board. Ask students at random to read the given forms aloud three to four times for better understanding of students.

Read statement (vii) from the 'Grammar' section. Read the sentences aloud and ask students to repeat after you. Ask students to notice the highlighted words in sentences. Ask them to notice that in these sentences, forms of 'be', 'do' and 'have' are acting as main verbs as they are no other verbs present in the sentences. To give better understanding of the concept, write few sentences using helping verbs on board as well. Make students understand that 'be', 'do' and 'have' are main verbs only when no other verb is used in making a sentence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking them to share forms of 'be', 'do' and 'have' as main verbs.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name: Crossing the Street

Topic: Be, Do and Have as Main Verb

Date:

Objective(s):

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

Identify and make simple sentences with the verbs be, done, do, and have as main verbs.

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'.

Make three columns on board. Label them as 'be', 'do' and 'have'. Ask students at random to write the forms of 'be', 'do' and 'have' on board in correct columns by taking turns. Appreciate them for their correct answers. Ask students to read the forms of 'be', 'do' and 'have' aloud two to three time. Appreciate them for clapping to boost the confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn forms of 'be', 'do' and 'have'. Recall the previously learnt lesson about 'be', 'do' and 'have' as main verbs in sentences. Ask students to read the sentences give in examples and notice the use of highlighted word. Tell them that 'be', 'do' and 'have' act as main verbs when they are used alone.

Ask students to open their textbooks at page 32. Read statement (viii) from the 'Grammar' section. Encourage students to write sentences using 'be', 'do' and 'have' as main verbs. Encourage them to do their work on their own. Appreciate them for their correct answers. Help them if need be. Ask them to write neatly. Take rounds while they are doing their work. Encourage students to say their sentences aloud to hare with fellow students.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking them to share some sentences using 'be', 'do' and 'have' as main verbs.

Homework:

(2 min)

Solve the worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Make sentences with given forms of 'be', 'do' and 'have' as main verbs.

is:

are:

had:

was:

were:

do:

has:

did:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

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

Unit Name: Crossing the Street Topic: Punctuation Date:

Objective(s):

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

Use punctuation according to the rules learnt earlier. (full stop, question mark, comma in series).

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'.

Tell students that today we are going to do a fun activity. Make pair of students. Draw 'full stop' (.), 'question mark' (?) and 'exclamation mark' (!) on the board. Ask pairs to find out any two sentences from their English textbook with the following punctuation marks. Ask them to write these sentences on their notebooks. Encourage them to read these sentences aloud to share with fellow students. appreciate them all by clapping to boost their confidence.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about punctuation marks. Ask students to open their textbooks at page 32. Read statement (ix) from the 'Grammar' section. Read the given sentence aloud. Encourage students to re-write the sentences with correct punctuations and capitalisation. Appreciate them for their correct answers. 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. Write the correct answers on board as well for better understanding of students.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write few sentences on the board. Encourage students at random to punctuate the sentences. Appreciate them for correct answers.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 3

Unit Name: Crossing the Street

Topic: Guided Writing

Date:

Objective(s):

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

Make sentences by replacing words and phrases in given sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 33, 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'.

Recall the concept of synonyms. Ask students at random what are synonyms. Encourage them to share some examples of synonyms. Ask students to sit in a circle. Throw cushion toward a student at random and say a word. Ask that student to say the synonym of the word you just said. Appreciate student for correct answer. Now throw cushion to another student at random and say another word. Ask student to say the synonym. Repeat the process with all students.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about how to replace some words. Ask students to open their textbooks at page 33. Read statement (i) from the 'Writing' section. Read the words in the given word bank aloud. Read the given sentence aloud and ask students to read the sentences aloud three to four times. Ask students to notice the underlined words.

Now encourage student to replace the underlines word with correct word using the given word bank. Encourage them to re-write the sentences in the given space in their textbooks. Appreciate them for their correct answers. 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. Write the correct answers on board as well for better understanding of students.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Write some words on the board and ask students at random to guess their synonyms. Encourage other students to use the synonyms in sentences of their own. Appreciate them all for their correct answers.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 4

Unit Name: Crossing the Street

Topic: Creative Writing

Date:

Objective(s):

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

Write with reasonable accuracy, some sentences of their own on a given topic.

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 to sit in a circle. Ask student at random to tell what they understand by word 'discipline'. Note their responses. Tell students that if a person does not follow discipline in life, it is not possible to achieve the higher goals. Ask students that what disciplines they follow around school and home. Note their responses. Write some rules that maintain discipline in school and ask students to say them aloud. Ask student at random to tell if they follow these rules. 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 31. Read statement (ii) from the 'Writing' section. Read the topic for writing 'Discipline'. Tell them that discipline is the training that makes people able to control themselves even in difficult situation. It is the training that corrects or perfects the moral character or mental ability of people to achieve some goal or aim. Discipline lead us to stay focused and stress free in life. Tell them that discipline in education is very important because a disciplined student can achieve success. It makes students manage their time well and keeps them active and well prepared.

Now encourage students to think of different sentences to write about discipline. Ask them to share their sentences with fellow students by taking turns. Write these sentences on board for better understanding of other students. Ask them to complete their work in neat hand writing. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to do the activity (iii) from the writing section.

Homework:

(2 min)

Learn the paragraph at home and write it in notebook.

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 5

Unit Name: Crossing the Street

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 33

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:

(26 min)

Tell students that today they are going to do some creative writing. Write the topic 'Traffic Lights and 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 'traffic lights' they have read before. Ask students to open their textbooks at page 33. Read statement from the 'Creative Writing' section. Ask students to say some traffic rules aloud by taking turns.

Ask them to draw some traffic signs of their own choice neatly in their notebooks. Ask them to write what these traffic sign means. Encourage them to draw traffic lights in their notebooks and write what each light mean. 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)

Make a poster using different traffic signs and their meanings.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 6

Unit Name: Crossing the Street

Topic:

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 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'. Call students at random in front of the class and ask them to share some words using soft and hard sounds of letter 'c' and 'g'. help them if need be. Appreciate them all by clapping for them.

Main Activities/Concept Building:

(27 min)

Recall the concept of soft and hard sounds of letter of 'c' and 'g'. Ask students at random to share few words using soft and hard sounds of letter of 'c' and 'g'. Appreciate them for their correct answers. Ask students to open their textbooks at page 34.

Read the statement (i) from 'Oral Communication' section. Say the given words aloud. Ask students to match the words with their correct sound of letter 'c' and 'g'.

Recall the concept of short and long vowel sound. Encourage students at random to share some examples of long and short vowel sounds. Read the statement (ii) from 'Oral Communication' section. Encourage students to write two words each using short and long vowel sounds. Ask them to write neatly with correct spelling. Encourage them to do their work on their own.

Read the statement (iii) from 'Oral Communication' section. Ask students at random to come in front of the class and introduce themselves. Encourage them to share some information about their families as well. Make sure to involve all students in the activity.

Recall the concept of digraphs and trigraphs. Ask students at random to share some examples of digraphs and trigraphs with you. Read the statement (i) from 'Reading and Critical Thinking' section. Encourage students to write words using the given digraphs and trigraphs. Ask them to write neatly with correct spelling. Encourage them to do their work on their own.

Recall the concept of inflectional endings. Read the statement (ii) from 'Reading and Critical Thinking' section. Encourage students to underline the words with inflectional endings. Encourage them to do their work on their own.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Assessment: (5 min)

Make pair of students. Ask them to introduce themselves and their families to each other.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Unit Name: Crossing the Street

Topic:

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 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'.

Call students at random in front of the class and say two rhyming. Encourage other students to think of more rhyming words and make a list on board. Now ask any students at random to make two rhyming words again. Write those word on board as well. Ask students to keep adding more word that rhyme with the word shared by student earlier. Repeat the process. Make lists of rhyming words on the board. Appreciate student for their effort by clapping of them.

Main Activities/Concept Building: (27 min)

Read statement (i) from the 'Aspects of Language' section. Encourage students to write rhyming words in the given blanks. Encourage them to do work on their own.

Read statement (ii) from the 'Aspects of Language' section. Encourage students at random to share an expression that shows regret. Make sure to involve all students. encourage them to write two expressions in their notebook with correct spellings.

Recall the concept of action words. Ask students at random to share some action words with fellow students. Ask students at random to tell what is a noun. Appreciate them for their correct answers. Read statement (iii) from the 'Aspects of Language' section. Encourage students to underline nouns and circle action words in given sentences.

Read statement (iv) from the 'Aspects of Language' section. Encourage students to write the plurals of the given singulars with correct spellings. Appreciate them for their correct answers. Recall the concept of adjectives. Encourage students at random to share some examples of adjectives they have read before. Appreciate them for correct answer. Read statement (v) from the 'Aspects of Language' section. Ask students to write two examples of each given adjective with correct spellings.

Read statement (i) from the 'Writing' section. Encourage students to write five sentences about their favourite personality in their notebooks in neat writing. Encourage them to use correct spellings and punctuation. Take rounds while they are doing their work.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	3		40 min

Read statement (ii) from the ‘Writing’ section. Encourage students to write any five traffic rules in their notebooks. Appreciate them for the correct answers.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to read aloud their sentences about their favourite personality and share with fellow students.

Homework: (0 min)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 1

Unit Name: My Diary

Topic: Reading

Date:

Objective(s):

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

- Use pre reading strategies to: Predict some words that might occur in a text by looking at a picture/title.
- Read the text.

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. Make them sit in a circle. now ask a random student to tell what they want to become when they grow up? Note the response. Now ask another student at random to share his/her thoughts about future plans. Note their responses. Make sure to involve all the students in the conversation. Appreciate them for correct answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to start the new unit 'My Diary.' Tell students that today they are going to learn about how we can write a diary. Tell them that diary writing is an interesting hobby. There are many benefits of writing a diary as well. We can note down our daily routines, past incidents and future aims in our diaries.

Ask students to open their textbooks at page 36. Ask them to look at the pictures and guess what is happening in the picture. Appreciate them for their correct answers by clapping to boost their confidence. Ask them to tell what is the boy doing and what is he thinking about in the picture? Note their responses. Ask students at random to share what would they write in their diary if they get a chance to. Note their responses. Ask them to share their thoughts with fellow students about diary writing. Ask them that if they have seen somebody writing a diary.

Tell them that some people write diary to keep the record of things. Other just write diary to express their emotions and feelings. Some people write diary because it helps them to keep focus on their aims and goals. Appreciate them all by clapping for their involvement in the discussion.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students to share some information about their morning routines with fellow students.

Homework:

(2 min)

Ask them to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

What do you do after reaching home from school? Write your answers in speech bubbles.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Unit Name: My Diary

Topic: Reading

Date:

Objective(s):

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

- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to predict what follows in the text using context

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 37 and 38, 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'.

Ask students to sit in a circle. Throw a cushion towards one student. Ask the student to tell what is the aim of their life. Note the answer. Ask student to pass on the cushion to other student. Now ask other student to share what would they like to become when they grow up? Ask them to share their knowledge aloud with fellow students as well. Repeat the process with other students as well. Appreciate them all for their responses by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to start the new unit 'My Diary'. Tell them this unit is about 'Salma' who writes diary every day in order to keep record of everything. Ask students to open their textbooks at page 37. 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 student at random to tell their daily routine to their fellow students by taking turns. Ask them to share how they spend their whole day. Note their responses.

Activity:1

Ask student at random to guess what will happen next when Salma reached to the noticeboard. Note their responses. Ask them to share if they daily read the notice board in the school? Tell them that they should read the notice boards on daily basis because it will increase their knowledge and keep them informed about the important activities in the school.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to tell what is written on the notice board today at school. Note their responses.

Homework:

(2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Unit Name: My Diary

Topic: consonant clusters

Date:

Objective(s):

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

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

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 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 'pl' in the initial position on the board.

Ask students to brainstorm and come up with words starting with 'pl'. Write the new words under 'br' 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:

(25 min)

Tell students that today they are going to read about consonant clusters. Tell students that consonant clusters are combination of two or three consonants in a word. Each consonant sound is heard when the word is pronounced. Tell them that Initial consonant clusters are the sounds that are found at the beginning of words. Final consonant clusters are the sounds that are found at the end of words.

Ask students to open their textbooks at page 38. Read statement (i) from the 'Oral Communication' section. Read the given consonant clusters in initial and final position 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 38. 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 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:

(2 min)

Solve the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Make words with given initial and final consonant clusters.

Initial Position

br-	pl-	sp-	dr-

Final Position

-nk	-st	-ft	-ld

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: My Diary

Topic: Listening & Speaking

Date:

Objective(s):

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

- Express needs and feelings
- Express opinions in simple sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Make pairs of students. Ask a student at random 'I need a pencil. Can you give me one?' note the response. Say 'Thank you' after receiving the pencil. Make pair of students. ask each pair to ask for something to other student that they are in need of. Encourage them all to take part in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read a dialogue some formulaic expressions to express needs, feelings and opinions in simple sentences. Ask students to open their textbooks at page 39. Read statement from the 'Listening and Speaking practice' section. Ask them to practise the given dialogue to understand some basic expressions to express needs, feelings and opinions. Tell them that if they want to express their need and feelings, they 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: My Diary

Topic: Q/A

Date:

Objective(s):

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

Use critical thinking to respond to the text (post reading): Relate what is read to their own experiences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 what would they like to do in their free time. Note their responses. Tell them that if we develop the habit of writing a diary every day, we can keep records of things very easily. Tell them that diary writing is a very healthy habit to adopt. 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 'MyDiary'.

Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 39. 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 6

Unit Name: My Diary

Topic: Picture Map

Date:

Objective(s):

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

- Read and use symbols in a picture map
- Read simple keys/legends on picture map.

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. Divide the class into two groups. Ask different questions about school building and encourage both groups to tell the answers. Such as;

- When we enter from the main gate in to school, on which hand side is ma'am office?
- If we stand in front of your class, where should we go to reach staff room? Etc.

Group with quick response 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 about map reading.

Ask students to open their textbooks at page 40. Read statement (ii) from the 'Comprehension Time' section aloud. Ask students to look at the given picture of map very carefully. Ask students to read the map key on the right side of the page. Explain to them about the map key and its uses. Tell them that we can find any place with the help of map. Maps can be very helpful in finding new and unknown places. Read the first question aloud.

Ask students to read the given answer. Now read the next question. Ask students to raise their hands to tell the answer. Appreciate students for their correct answers. Encourage students to write the answer in the given space in their notebooks. Ask students to do their work with neat hand writing. Now, read the next question and ask students to guess the answer. Encourage them to write the correct answer on their notebook using correct spellings. Appreciate them all for their good work by clapping for them to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to locate the places from map key on the map one by one.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 7

Unit Name: My Diary

Topic: Position Words

Date:

Objective(s):

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

Explain simple position on a picture, photograph or a map.

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'.

Ask a student at random to come in front of the class. Use a book and a pencil in different positions and ask the student to guess the position. Note their responses. Repeat the process two to three times with random students. Ask students at random to share some position words. Make a list of position words on the board and ask students to use them in sentences of their own. Appreciate them all for their correct answers by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to do an activity about position words in their textbooks. Ask students to open their textbooks at page 40. Read the statement (iii) aloud. Ask students to look at the given picture carefully. Tell students that some words are used to show the position of a noun. These are called position words. Ask students at random to share some position words with you.

Now read the given questions one by one and ask students to guess the answers with the help of the picture. Ask them to tick the correct answer in their notebooks. Help them if needed. Appreciate them all for their correct answers by clapping for them to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students to share some sentences using position words in them.

Homework:

(2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name: My Diary

Topic: Picture Discription

Date:

Objective(s):

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

Describe events in a picture and in a photograph.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 41

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 tell you the detail of his/her morning routine. Note the response on board to make a list. Now ask another student at random to share his/her routine. Note the routine on board again. Repeat the process with four to five students. underline the common activities and ask students do they all perform the same activities as their morning routines. Note their response. Make sure to involve all the students in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to describes events with the help of pictures. Tell them that we can understand the situation and events by looking at different pictures. Ask students to open their textbooks at page 41. Read the statement (iv) of 'Reading and Critical Thinking' section aloud and ask the students to repeat after you. Ask students to look at the picture one carefully. Read the description of the picture and discuss it with students. explain to them that how description matches the picture. Read the given description two to three times for better understanding of students. ask students to look at the other pictures carefully as well. Discuss with them the events happening I the pictures. Now encourage students to describe the pictures in their own words. Ask them to write two to three sentences about the given pictures in the given space. Ask them to do their work in neat hand writing. Ask them to use correct spellings. Help them if need be.

Sum Up:

(3 min)

Summarise the key concept of picture description with your students.

Assessment:

(5 min)

Ask students to read their description for their fellow students by taking turns.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: My Diary

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 41, soft toy

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Ask students to sit in a circle. throw a big fluffy toy towards a random student and him/her to share the routine of their previous day. Encourage him/her to share the yesterday routine in a sequence. Ask him/her that is there anything that they wanted to kept in their memory for a long time. Ask different questions about their routine of previous day. Appreciate him/her for the response and correct answers. Repeat the process with rest of the class. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going do an interesting activity. Ask students to open their textbooks at page 41. Read 'Time to Think' statement aloud. Encourage student to open their textbooks and read the unit one more time. Ask them to read it carefully. Ask them to compare their routines with Salma's and share the differences with fellow students as well.

Now encourage students to share their thoughts about Salma's daily routine. Tell them that dairy writing is a very interesting activity. Ask students to write their daily routine in their notebooks with correct spellings. Encourage all students to take part in the activity.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking them to read their daily routine by taking turns.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Unit Name: My Diary

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

Activity 1:

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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Unit Name: My Diary

Topic: Formulaic Expression

Date:

Objective(s):

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

Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to: respond to simple instructions and directions.

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

Make pairs of students. Ask each pair to introduce themselves to each other and also talk about their families in a few sentences. Ask them to share the number of siblings and family members they have to initiate conversation. Now, ask a student to tell 'turn the light off', to other student. Encourage other student to complete the task. Repeat the process three to four times using different instructions to demonstrate the concept. Encourage students for their active involvement in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read about instructions and directions. Ask students to open their textbooks at page 42. Read statement from the 'Vocabulary' section. Read the instructions and directions one by one and ask students to repeat after you in loud voice. Ask them to practise the given instructions and directions to understand the expressions. Ask students to tell what they already know about using these instructions and directions. Tell them that we use different instructions and directions to guide people around us. Demonstrate the instructions and directions by involving students actively in the activity. Ask students at random to fulfil your instructions and follow your directions. Appreciate them for their correct responses by clapping for them. 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)

Make pairs of students and ask them to practise the given instructions and directions.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: My Diary

Topic: Irregular Nouns

Date:

Objective(s):

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

Change the number of irregular nouns.

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'.

Write the names of different objects from the classroom, for example pencil, pen, bag, notebook, eraser, book, chair, table, etc. on board. Ask students to read these names aloud. Point to different objects and ask students to tell their names. Now show a book and ask any student to tell what it is. Then pick another book and show both books to students and ask them what it is. Note their answer. Tell them that these are books. 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 irregular nouns. Recall the concept of naming words (nouns). 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. Tell students that irregular nouns do not follow any rule for their plural forms.

Activity 1:

Ask students to open their textbooks at page 42. Read statement (i) from the 'Grammar' section. Read the given example aloud and ask students to repeat after you three to four times. Read statement (ii) from the 'Grammar' section. Write the correct answers on board. Ask students to write the plurals accordingly in the given space. 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 irregular nouns with your students.

Assessment:

(5 min)

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

Homework:

(2 min)

Solve the worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Write plurals of given singular nouns.

Singular	Plurals
Woman	
Foot	
Mouse	
Goose	
Child	
Tooth	
Man	
Ox	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 6

Unit Name: My Diary

Topic: Substitution Words

Date:

Objective(s):

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

- Recall substitution words learnt earlier.
- Recognize substitution words as pronouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43, 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'.

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 if they know. Write few examples of pronouns on board. Appreciate them all for their correct answers.

Main Activities/Concept Building:

(28 min)

Tell students that today they are going to learn about substitution words (pronouns). Tell them that pronouns are also called substitution words. Tell students that pronouns are words used in place of 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 nouns 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 43. 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 the 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: My Diary

Topic: Pronouns

Date:

Objective(s):

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

Identify and use pronouns in sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43, 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'.

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, they, she, I, it). 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 'I' 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 "it", point towards door/chair and shout "it". Repeat the activity again if needed.

Main Activities/Concept Building:

(28 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 43. Read statement (iv) from the 'Grammar' section aloud.

Ask students to fill in blanks with correct pronouns by replacing the highlighted pronouns. Correct them if needed. Make sure to involve all the students in this activity. Take rounds of class and help students if need be.

Activity 1:

Ask students to open their textbooks at page 43. Read statement (v) from the 'Grammar' section aloud. Read the examples one by one and discuss them with students. Ask them to guess the pronouns in the given blanks. Appreciate them for correct answers. Write the correct pronouns on board. Ask students to fill in the blanks using correct pronouns. Ask them to complete their work in neat hand writing. Help them if need be.

Sum Up:

(2 min)

Summarise the key concept of pronouns with your students.

Assessment:

(3 min)

Ask students to write sentences using any five pronouns in their note books.

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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: My Diary

Topic: Forms of Be, Do and Have

Date:

Objective(s):

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

Recognize, articulate and use forms of *be*, *do* and *have*.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 43 and 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'.

Ask students to sit in a circle. bring a chart paper of forms of 'be', 'do' and 'have' and hang it on the board. Ask students to look at the chart and read the forms of be, do and have aloud. Now ask student at random to use any form of be (is, are, am, was, were) in to a sentence of their own. Appreciate for the correct response. Ask other students at random to repeat the process. Encourage them all to make sentences with all forms of 'be'. Appreciate them for their correct answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read the forms of 'be', 'do' and 'have'. Tell them that forms of 'be, do and have' are used as main and helping verbs in sentences. Tell them that without these forms, we cannot construct a sentence. Ask students to open their textbooks at page 43. Read statement (vii) from the 'Grammar' section aloud. Ask students to read aloud the forms of 'be', 'do' and 'have'. Ask them to memorise the forms as well. Read statement (viii) from the 'Grammar' section aloud. Now read the given sentences aloud and ask students to read after you. Ask students to notice the use of highlighted words in each example. Ask students to make sentences of their own using the forms of be, do and have. Appreciate them for their correct answers by clapping to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with students.

Assessment:

(5 min)

Ask students to share the forms of 'be', 'do' and 'have' aloud in the class by taking turns.

Homework:

(0 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name: My Diary

Topic: Forms of Regular Verbs

Date:

Objective(s):

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

Recognize, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.

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'.

Make two teams of students. Ask both teams to write as many verbs they can on a piece of paper. Now ask both teams to read their verbs aloud by taking turns. Encourage students of both teams to use the verbs in sentences of their own. Write nine to ten verbs on the board. Make pair of students. Encourage students to use the verbs to write sentences with correct spellings. Appreciate them for their correct answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about forms of regular verbs. Recall the concept of regular verbs with students. Tell students that a regular verb forms its past tense and past participle by adding -d or -ed to the base form. Tell them that regular forms of verbs are easy to learn. Tell them that we can add 's/es' with base form to create present tense. We can add 'ing' in base form to create present participle form. Tell them that we can add 'ed' with base form to make past and past participle form. Ask students to open their textbooks at page 44. Read statement (ix) from the 'Grammar' section aloud. Read the given table of forms of regular verbs aloud and ask students to repeat after you. Explain the base, s/es, present, past and past participle forms to students. Explain to them that verbs in the tense tells us when an action takes place. The past tense tells what has already happened, the present tense tells us what is happening, and the future tense tells what will happen. Read statement (x) from the 'Grammar' section aloud and ask students to notice the use of highlighted forms of regular verbs. Explain to them that how we can use s/es, part, and present participle forms in order to represent a certain tense.

Sum Up:

(2 min)

Summarise the key concepts with your students.

Assessment:

(4 min)

Make pairs of students. Ask them to read the given table of forms of regular verbs in their textbooks and discuss with each other.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: My Diary

Topic: Forms of Regular Verbs

Date:

Objective(s):

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

Recognize, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.

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'.

Ask students at random to share some verbs with fellow students by taking turns. Note three verbs on the board. Draw a table for base form, s/es form, present participle form, past, and past participle forms on the board. Ask students at random to use the verbs written on board and fill the table. Help them if need be. Appreciate them for their correct answers by clapping to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to revise the forms of regular verbs. Recall the concept of regular verbs with students. Tell students that a regular verb forms its past tense and past participle by adding -d or -ed to the base form. Tell them that regular forms of verbs are easy to learn. Tell them that we can add 's/es' with base form to create present tense. We can add 'ing' in base form to create present participle form. Tell them that we can add 'ed' with base form to make past and past participle form. Ask students to open their textbooks at page 45. Read the statement (xi) aloud and students to repeat after you.

Encourage students to tick the correct forms of be, do and have for each sentence and fill in the blanks. Help them if need be. Appreciate students with correct answers to boost their confidence.

Read the statement (xii) aloud and students to repeat after you. Ask students to choose the correct form of regular verb for each sentence. Encourage them to complete their work independently. Write the correct answers of board as well. Appreciate students for their correct answers.

Sum Up:

(3 min)

Summarise the key concept with your students.

Assessment:

(5 min)

Ask students at random to share the examples of present and past participles of different regular verbs of your choice.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: My Diary

Topic: Punctuation Marks

Date:

Objective(s):

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

Use punctuation according to the rules learnt earlier. Exclamation mark and comma for yes/no.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 45, 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'.

Bring a chart paper of exclamation mark and hang it on the board. Ask students to tell what is this sign. Note their responses. Tell them that it is an exclamation mark. Ask students to share some punctuation marks with you they have learnt earlier. Draw those punctuation marks on board. Encourage students to share some sentences using the punctuation marks such as full stop, comma, question mark etc. appreciate them all by clapping to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read about exclamation mark. Tell them that an exclamation mark is an important part of punctuation that we often use in reading and writing. We use exclamation marks when we want to show strong emotion such as excitement, urgency, or express something that we feel is important. Recall the concept of comma as well.

Ask students to open their textbooks at page 45. Read statement (xiii) from the 'Grammar' section. Read the given dialogue and encourage students to read after you. Ask students to punctuate the following dialogue using commas and exclamation mark. Help them if need be. Appreciate students for their correct answers.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Make pair of students and ask them to practice the given dialogue with each other.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: My Diary

Topic: Rebus

Date: _____

Objective(s):

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

- Fill in the missing information to complete a simple paragraph.
- Replacing rebus with words to complete a given story.

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'.

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. Ask students at random to tell if they like to play in a park. What do they like most about parks and gardens? Now repeat the process by asking students to share what games they like to play in parks. 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 46. Read statement (i) from the 'Writing' section. Read the given paragraph aloud. Ask students to read after you. Read the given word bank aloud as well. Encourage students to carefully fill in the blanks to complete the paragraph using the given word bank. Encourage them to do their work correctly.

Read statement (ii) from the 'Writing' section. Ask students to look at the given picture carefully and ask them to explain these to you. Ask them to read the story aloud using the pictures as clues. Help them if need be. Read the complete story three to four times for better understanding of students. Appreciate them all for their correct spellings.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Make pairs of students. Ask them to read the story using rebus with each other.

Homework:

(0 min)

Write the complete story in the notebooks with help of rebus.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 6

Unit Name: My Diary

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

Bring a chart paper in the class and place it on board. Write the heading of 'Memorable Moment of my Life' in capital letters on top of the chart paper. Ask students at random to share some memorable moments of their lives to fellow student one by one. Encourage them to get involve in the conversation and share their memorable moments. Appreciate them all for their answers by clapping for them to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to do some creative writing. Write the topic 'Memorable Moment of your 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 46. Read statement from the 'Creative Writing' section. Ask them to share a memorable moment of their school with you by taking turns. Note their responses. Ask them to take out their note books and write about their memorable moment of life.

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. 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:

(4 min)

Ask students at random to read their memorable moment for fellow students one by one.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Our duty to Our Environment

Topic: Reading

Date:

Objective(s):

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

- Use pre reading strategies to: Predict some words that might occur in a text by looking at a picture/title.
- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 47, 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 would they do if they see trash on floor. Note their answers. Ask them about the reason for their answers. Pass the tennis ball to other students one by one and ask them as well about their responses seeing trash or wrappers on the floor. Make sure to involve all students in the activity. Appreciate them for their answers as well.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to start the new unit 'Our duty to Our Environment'. Tell them that 'Our duty to Our Environment' is a very interesting unit. Ask students to open their textbooks at page 47. Ask them to look at the given picture carefully. Encourage them to tell what they can see in the given picture.

Ask them to carefully look at the picture and tell what is the fish saying? Note their responses. Ask them that why is the fish asking for help to be saved. Note their responses. Tell them that pollution in environment is causing so much trouble for marine life. We should be careful and take safety measures in order to save our environment.

Ask students at random to share some ideas that we can follow to keep the environment clean around us. Note their responses. Ask them how can we keep our environment safe for animals? Note their answers. Make sure to involve all students in the conversation. Encourage them for their correct answers by clapping for them to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Ask students at random to come in front of the class and share a suggestion to keep environment clean.

Homework:

(2 min)

Ask students to help their mothers to clean their houses.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Our duty to Our Environment

Topic: Reading

Date:

Objective(s):

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

- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to skim through common graphical features such as pictures and tables in texts to increase understanding.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 48 and 49

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students at random to share with their fellow students if they have any pet at home. Tell them that pet animals are very loving and affectionate. It is good to keep a pet at home. Ask them to share the names of their pet animals as well. Ask them to share their diet with fellow student one by one. Ask students to share what games their pet animals like to play with them. Ask them how they keep their home clean with the presence of pet animal. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read the unit "Our Duty to Our Environment". Tell them that this informative unit is about how we should take care of our surroundings and environment. Ask students to open their textbooks at page 48. 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 look at the second picture carefully and tell what will happen next. Encourage them to predict the answers. Note their answers. Read the unit with correct pronunciation. Tell students that it is our duty to keep our environment clean and tidy. Even in our religion, it is very important to take care of personal hygiene and environment. Tell them that Allah (SWT) has blessed us with beautiful place to live so we should keep it beautiful. Tell them that if we throw trash and litter everywhere, there would be no place left neat and clean to live in. That is why, we should keep our environment neat and safe.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Make pairs of students. Ask them to share the unit summary with each other.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: Our duty to Our Environment

Topic: Consonant Cluster

Date:

Objective(s):

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

Classify words that begin or end with the same two-consonant clusters.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 49

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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. Recall the concept of consonant clusters. Tell students that consonant clusters are 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. Tell them that final consonant clusters are the sounds that are found at the end of words.

Ask students to open their textbooks at page 49. Read statement (i) from the 'Oral Communication' section. Read the given words in the word bank aloud. Ask them to underline the consonant clusters in the given examples. Encourage students to write the words with initial and final consonant clusters in the correct space. Help them if need be. Appreciate them all for their correct answers.

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 using the consonant clusters.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: Our duty to Our Environment

Topic: Instructions/Directions

Date:

Objective(s):

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

Respond to simple instructions and directions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Make pairs of students. Ask each pair to introduce themselves to each other and also talk about their families in a few sentences. Ask them to share the number of siblings and family members they have to initiate conversation. Now, ask a student to tell 'turn the light off', to other student. Encourage other student to complete the task. Repeat the process three to four times using different instructions to demonstrate the concept. Encourage students for their active involvement in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read about instructions and directions. Ask students to open their textbooks at page 50. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand the expressions.

Ask students to tell what they already know about using instructions and directions. Ask students to tell what they already know about using these instructions and directions. Tell them that we use different instructions and directions to guide people around us. Demonstrate the instructions and directions by involving students actively in the activity. Ask students at random to fulfil your instructions and follow your directions. Appreciate them for their correct responses by clapping for them. 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:

(3 min)

call students at random to come in front of the class and share a sentence that express instruction or direction.

Homework:

(2 min)

Practice the dialogue at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Unit Name: Our duty to Our Environment

Topic: Q/A

Date:

Objective(s):

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

Use critical thinking to respond to the text (post reading): Express understanding of story through pantomime.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recall the unit 'Our Duty for Our Environment' 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 'Our Duty for Our Environment' with their fellow students by taking turns. Ask students at random to share what Islam has taught us about cleanliness. 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 50. 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: Our duty to Our Environment

Topic: Reading & Critical Thinking

Date:

Objective(s):

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

- Find out the characters in a story and give brief general comments about them.
- Retell a story in few simple sentences.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students to sit in a circle. ask them to share the names of their favourite stories. Ask students at random to tell the stories in their own words. Ask them to share the names of their favourite story characters as well. Write few story characters on board. Make sure to involve all students in the activity. Recall the unit 'Our Duty to Our Environment' with students. Make pairs of students. Ask each pair to share what they have learnt from the unit. Ask students at random to share importance of cleanliness in Islam. Appreciate them for their correct responses by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read about the 'characters of a story'. Tell students that every story has some characters around whom, the whole story revolves. Ask students to open their textbooks at page 50. Read the statement (ii) of 'Comprehension' Section aloud. Ask students at random to share the characters of the story "Our Duty to Our Environment" one by one. Write the character's names on board and make a list. Ask students to write them down in their notebooks.

Activity 1:

Read the statement (ii) of 'Comprehension' Section aloud. Read the names of characters written in the story. Now, encourage students to use the names of characters to make sentences of their own. Help them if need be. Ask them to complete their work with neat hand writing. Ask students to read the story "Our Duty to Our Environment" one more time and retell it to fellow students in their own words.

Activity 2:

Ask students to open their textbooks at page 50. Read 'Time to Think' statement. Ask students to share some ideas about saving the environment and how can we keep our environment pollution free. Share some ideas with them. Appreciate them for their responses by clapping for them.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking random questions about story 'Our Duty to Our Environment'.

Homework:

(0 min)

Use internet and write five best ways to save our environment in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Unit Name: Our duty to Our Environment

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 51, 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 51. 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Unit Name: Our duty to Our Environment

Topic: Anagrams

Date: _____

Objective(s):

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

- Make anagrams from simple one syllable words.
- Provide the missing letter in simple two/three syllable words

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 51, 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'.

Arrange the ice cream sticks with one-syllable anagrams on them such as; dab-bad, kin-ink, mood-doom, disk-kids etc. 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 student to think of another word that can be made by rearranging the words written on the stick. Ask student to find the word in the basket. Appreciate student for finding the correct ice cream stick. Repeat the activity many times. Appreciate them all for their correct guesses by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to do an activity about anagrams. Tell students that an anagram is a word that is made by rearranging the letters of another word. Tell students that anagrams are fun to read and make. Ask students to open their textbooks at page 51. Read the statement (ii) from 'Vocabulary' Section aloud. Ask students to read the given anagrams aloud three to four times. Encourage students to notice the rearrangement of letters to form a new word.

Read the statement (iii) from 'Vocabulary' Section aloud. Encourage students to think of new words with the given examples to make anagrams. Help them if need be. Ask them to do their work with neat hand writing.

Recall the concept of one syllable words. Encourage students to share some one syllable words aloud by taking turns. Read the statement (iv) from 'Vocabulary' Section aloud. Ask student to fill in the blanks to make one syllable words. Ask them to read the words aloud with correct pronunciation.

Sum Up:

(3 min)

Summarise the key concept of anagram with your students.

Assessment:

(5 min)

Assess your students to share some anagrams aloud with fellow students.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Make anagrams of given words.

now

mug

ten

bear

saw

care

bake

nap

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: Our duty to Our Environment

Topic: Masculine /Feminine

Date:

Objective(s):

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

Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neuter).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 52

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they'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 a noun that names a male belongs to masculine gender. A noun that names a female belongs to feminine gender. Tell them that neuter gender refers to nouns that name non-living things. Ask students to open textbook page 52. Read the statement (i) of 'Grammar Section' aloud. Read the given masculine, feminine and neuter nouns aloud and ask students to repeat after you.

Activity 1:

Ask students to open textbook page 52. Read the statement (ii) of 'Grammar Section' aloud. Now, encourage students to write 'M' for masculine, 'F' for feminine or 'N' for neuter nouns for the given words in the given boxes. 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:

(3 min)

Ask students to think and share some more neuter nouns and make a list in their notebooks.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: Our duty to Our Environment

Topic: Subject Verb Pattern

Date:

Objective(s):

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

Make simple sentences by using SV (subject and verb).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 52

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask student at random to tell what is verb? Note the response. Appreciate for correct answer. Ask students to some more action words (verbs) with fellow students by taking turns. Make two teams. Give both teams newspaper. Ask both teams to circle as many verbs in newspaper as they can. Make sure to involve all the students in the activity. The team with more verbs wins the game. Appreciate them all for their good efforts by clapping for them.

Main Activities/Concept Building:

(28 min)

Tell students that today they are going to read about 'subject' and 'verb'. Tell them that a simple sentence has a subject and a verb. Tell students that a subject is the one who performs the action and the verb is an action that the subject is performing.

Ask students to open their textbooks at page 52. Read the statement (iii) of 'grammar' section aloud. Ask students to read the sentences. Ask them to notice the subject and verb in given examples. Demonstrate the subject verb structure by using more examples as well.

Activity 1:

Write a simple sentence of your own on board and ask students to raise their hands to tell what is the subject in the sentence. Note the answers of students. Write few more examples and repeat the process. Ask student to change the subject or verb in the sentence. Make sure to involve all students in the activity.

Sum Up:

(2 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Make pairs of students. Ask them to discuss the subject verb structure with each other using examples of textbook.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: Our duty to Our Environment

Topic: Subject Verb Pattern

Date:

Objective(s):

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

Make simple sentences by using SV (subject and verb)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 53

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recall the concept of subject and verb. Ask a student at random to tell what is a subject. Note the response. Appreciate the student for correct answer. Ask another student at random to tell what is a verb. Repeat the process five to six times with random students. encourage students to share some example of subject and verbs by taking turns. Make sure to involve all students in the discussion.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn subject verb structure again. Revise the concept again for better understanding of students. Tell them that a simple sentence has a subject and a verb. Tell students that a subject is the one who performs the action and the verb is an action that the subject is performing. Ask students to open their textbooks at page 53. Read the statement (iv) of 'Grammar' section aloud. Ask students to read the given examples aloud. Encourage them to write 'S' for subject and 'V' for the verb in the given examples. Ask students to do their work independently. Appreciate them for their correct answers to boost their confidence.

Activity 1:

Ask students to open their textbooks at page 53. Read the statement (v) of 'Grammar' section aloud. Ask students to write five sentences using the subject + verb (SV) pattern/structure in their notebooks. Ask them to complete their work independently. Ask students to share their sentences with fellow students by taking turns. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to come in front of the class and say a sentence using subject + verb pattern by taking turns.

Homework:

(2 min)

Re-write sentences in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Unit Name: Our duty to Our Environment

Topic: Forms of Be, Do and Have

Date:

Objective(s):

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

Illustrate use of different forms of the verb be, do, and *have* along with their negative forms with their corresponding pronouns (*I, we, you, he, she, it, they*).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 53

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Make pair of students. Ask each pair to list ten verbs in their notebooks. Draw a table for base form, s/es form, present participle form, past, and past participle forms on the board. Ask both teams to write the forms of verbs according to the table written on board. Team with quickest answers wins the game.

Appreciate both teams for their correct answers by clapping to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to recall the forms of regular verbs. Recall the concept of regular verbs with students. Tell students that verbs 'be', 'do', 'have' and their different forms are used with nouns or pronouns. Ask students to open their textbooks at page 53. Read the statement (vi) aloud and students to repeat after you.

Encourage students to read the sentences with be, do and have aloud. Ask them to notice the use of highlighted words. Ask them to notice the negative forms of be, do and have in the given examples. Read the statement (vii) aloud and students to repeat after you. Ask students to write two sentences using the different form of be, do and have each with pronouns in their notebooks. Encourage them to complete their work independently. Write the correct answers of board as well. Appreciate students for their correct answers.

Sum Up:

(3 min)

Summarise the key concept with your students.

Assessment:

(5 min)

Ask students at random to share the example of sentences with negative forms of 'be', 'do' and 'have'.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: Our duty to Our Environment

Topic: Story Elements

Date:

Objective(s):

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

- Recognise the basic elements of a story: Beginning and middle and ending, Characters Place and time

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 53

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students to sit in a circle. Ask them to share the names of their favourite stories. Ask students at random to tell the stories in their own words. Ask them to share the names of their favourite story characters as well. Write few story characters on board. Make sure to involve all students in the activity. Recall the unit 'Our Duty to Our Environment' with students. Make pairs of students. Ask each pair to share what they have learnt from the unit to each other.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about elements of a story. Tell students that every story has some basic elements in it. Every story has characters, a setting, a beginning, a middle and an end. Share a story with students and explain the characters, setting, beginning, middle and ending of the story to students for their better understanding.

Ask student to open their textbooks at page 53. Read the statement (i) of 'Writing' section aloud. Read the elements of story and their explanations one by one and ask student to repeat after you. Tell students that characters of the story could be people or any animals as well. Tell them that a setting is where the story takes place. Explain to them that a beginning introduces the characters and describes the setting. Middle of the story introduces the 'problem' or 'conflict' of the story. Tell them that ending tells us how the problem got solved.

Ask students to tell the characters of the story 'Our Duty to Our Environment' one by one. Appreciate them for their correct answers.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking what is the beginning middle and ending of story means.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 6

Unit Name: Our duty to Our Environment

Topic: Story Elements

Date:

Objective(s):

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

- Write sentences of their own using correct capitalization, punctuation and spellings
- Identify the basic elements of a story: Beginning and middle and ending, Characters, Place and time

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Make two teams of students. Ask both teams to write the elements of story on a page. The team wins who complete their task first. Now encourage both teams to discuss the story 'Our Duty to Our Environment' according to the story elements. Ask them to identify the characters, setting, beginning, middle and ending of the story. Appreciate them all for their involvement in the activity to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to recall the elements of a story. Tell students that every story has some basic elements in it. Every story has characters, a setting, a beginning, a middle and an end. Share a story with students and explain the characters, setting, beginning, middle and ending of the story to students for their better understanding. Ask student to open their textbooks at page 54. Read the statement (i) of 'Writing' section aloud.

Encourage students to think of a story of their own. Ask them to use their imagination and create their own characters setting, beginning, middle and ending. Ask them to write these elements in the given space on their textbooks using correct spelling and correct capitalisation. Ask student to use correct punctuation as well. Encourage students to do their work independently. take rounds of classroom while they complete their work. Help them if need be. Appreciate them for their work by clapping for them.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Ask students to read and share their story characters, setting, beginning, middle and ending by taking turns with fellow students.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 7

Unit Name: Our duty to Our Environment

Topic: Creative Writing

Date:

Objective(s):

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

- Write a guided story using these elements.
- Revise written work for layout, legibility, and punctuation.
- Creative writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask a random student to come in front of the class. Ask him/her to share the details of the story which he/she has created on her/his own. Ask student to share the characters of his/her story. Encourage him/her to share the setting, beginning, middle and ending of the stories as well. Appreciate him/her for correct answers. Repeat the process with random students and encourage them to share the characters of their story. Encourage them to share the setting, beginning, middle and ending of their stories as well.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to recall the concept of elements of story. Ask student to open their textbooks at page 54. Read the statement (iii) of 'Writing' section aloud. Encourage students to write a story of their own using the characters, setting, beginning, middle and ending they have decided on their own. Encourage them to use correct capitalisation and punctuation. Ask them to do their work with correct spellings. Encourage students to do their work in neat hand writing. Take rounds of class while they complete their work. Appreciate them for their good work by clapping for them to boost their confidence.

Tell students that today they are going to do some creative writing. Write the topic on the board. Ask students to tell what do they understand by reading the topic. Encourage them to share some words related to the topic. Ask students to open their textbooks at page 54. Read statement from the 'Creative Writing' section. Ask students to write some ways to save and help the environment in the given mind map. 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)

Assess your students by asking them to share their ideas and some ways to save and help the environment.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	3		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name: A Heaven on Earth

Topic: Reading

Date: _____

Objective(s):

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

Use pre reading strategies to predict some words that might occur in a text by looking at a picture/title.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 55, pictures

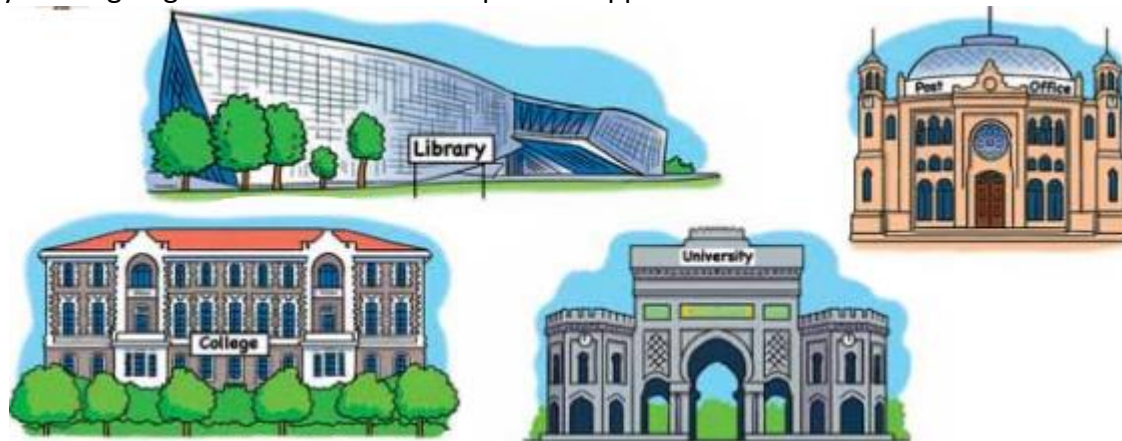
Teaching & Learning Activities:

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'.

Initiate the session by showing pictures to the students. Ask them different questions about the pictures. What do you understand out of these pictures? How would you define these pictures? What do you think you are going to read? Note their responses. Appreciate them for correct answers.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to start the new unit 'A Heaven on Earth.' Tell students that today they are going to learn about predicting words by looking at a picture/ title. Ask students different questions related to the pictures. Que. Look at the pictures of the given places. Name them. Que. Have you ever visited any hill station of Pakistan? Share your experience in 3-4 sentences. Make them predict about the words and content they are going to come across in this particular unit. Motivate them to share their answers. Appreciate their responses. Correct their mistakes where required

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(5 min)

Ask students to share some information about their favourite places. Appreciate their answers.

Homework:

(2 min)

Relearn classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Unit Name: A Heaven on Earth

Topic: Reading and Critical Thinking

Date:

Objective(s):

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

- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific factual information to answer short questions based on the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 56, chart papers, 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 to recall the previous discussion and share details with class related to their favourite places. Encourage them to share their ideas and appreciate their responses. Ask them to share their thoughts related to the upcoming story. Appreciate them for their answers.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to start the new unit 'Heaven on Earth.' Elicit their interest by telling them about different beautiful places situated in Pakistan. Ask students to open their textbooks at page 56. Read the unit with correct pronunciation and intonation. Encourage students to recite the unit themselves. Ask students at random to read the text.

Ask student at random to tell the names of the beautiful places which are situated in Pakistan and if they have visited it. Tell students that Pakistan possesses different hills and mountains. Ask students what do they like most about places when they visit it. Have them say the themes and ideas which they came across after reading this particular chapter. Ask a question from the students while they are reading this chapter. Can you name some famous places in the Neelum Valley? Motivate them to answer.

Activity: 1

Make pair of students. Give students time to think. Ask them to recall all the information that they came across while reading the text. Distribute chart papers amongst students. Note down all the points on the chart paper and share the information with their class fellows by giving small presentations. Appreciate their efforts.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to tell what their favourite place is and why do they like it. Note their response.

Homework:

(2 min)

Solve the worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

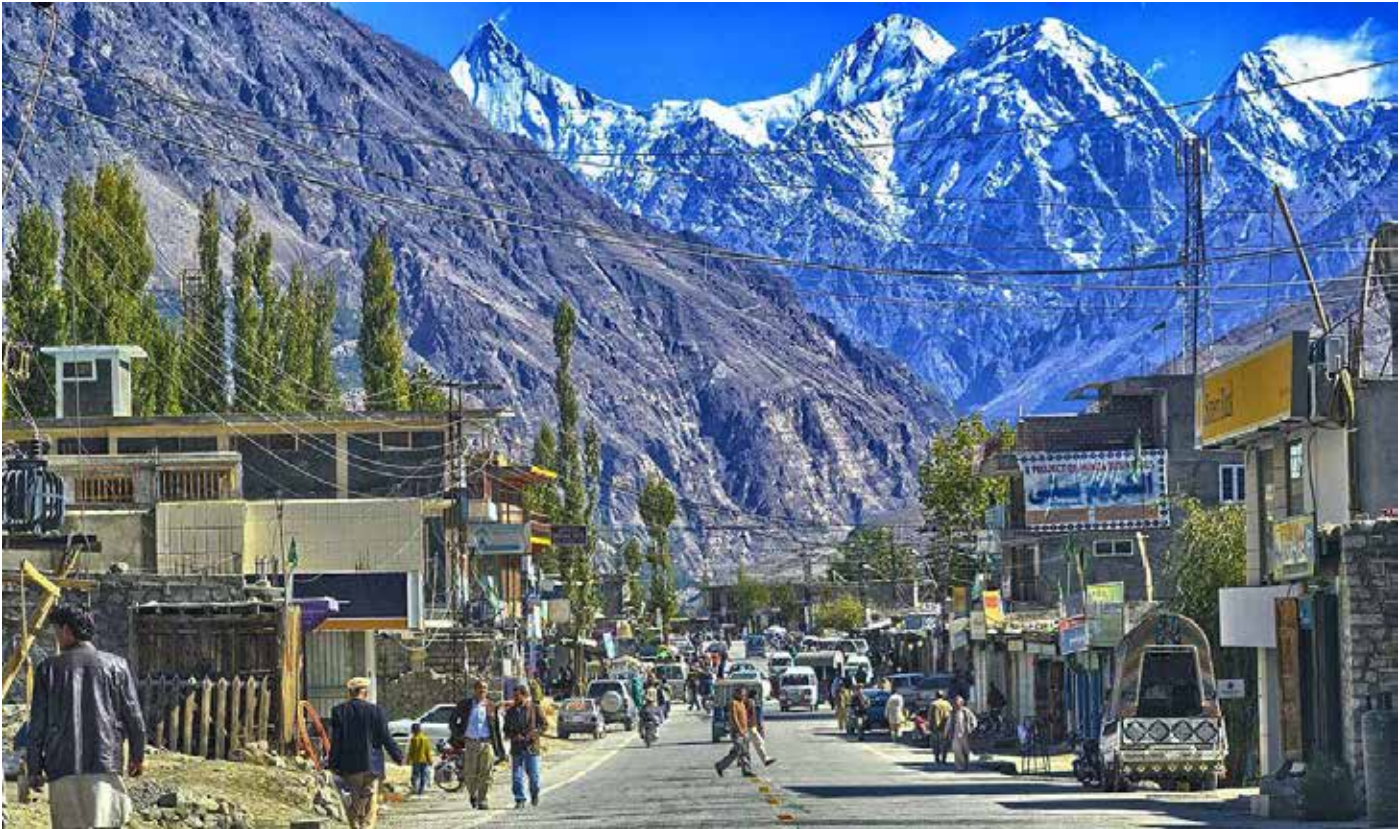
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

List down all the things that you see in this picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Unit Name: A Heaven on Earth

Topic: Vowel letters

Date:

Objective(s):

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

Identify and differentiate between vowel letters and sounds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 57, flashcards, 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're doing. Encourage them to say, 'Alhamdulillah'.

Use the flashcards with vowel letters written on it. Ask students to create different words using these letters. Have them pronounce the created words in a loud voice. Ask students different questions. Do you hear any of these letters sound while pronouncing the words that you created? Encourage them to answer. Assess their responses and in this way bring them towards the concept of vowel letters and sounds.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read and learn about vowel letters. Ask different questions to check their understanding related to vowels. Do you know what vowels are? How are they different from consonants? Ask them to give different examples. Use their examples to impart the concept of vowels. Tell them that the letters 'a', 'e', 'i', 'o' and 'u' are vowels. They have long and short sounds. Tell them that a vowel is short if it does not sound like its name. In a word, vowel is long, if it sounds like its name. Ask them to open textbook on page 57 and read the statement (i). Make them read aloud and spell the following words. Appreciate their efforts and rectify their mistakes. Now read the statement (ii). Make them read the given words with short and long vowel sounds and write them in the correct columns. Monitor their work and check it. Provide them with feedback about the mistakes.

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 ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Identify the given words as words with long vowel sounds or short vowel sounds.

cat	not	find	ice	bus
Paper	ate	sit	red	human

Short Vowel Sounds	Long Vowel Sounds

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Unit Name: A Heaven on Earth

Topic: long and short vowel

Date:

Objective(s):

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

Demonstrate conventions and dynamics of group oral interaction to: Exchange routine greetings and courtesies. Introduce self and others.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57, pictures

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'.

Initiate the session by showing pictures to students and elicit their responses. Ask different questions from them. What do you think these pictures are all about? What do you think people are doing? What kind of conversation is going on between people? Encourage them to answer. Appreciate their answers. Use their answers to bring them towards greeting each other and exchanging greetings with each other.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about exchanging greetings and courtesies with each other, and introducing self and others. Ask students to open textbook on page 57 and read the dialogue from Listening and Speaking Practice section. Model the pronunciation and sounds of different words. Make group of 3 students and have them practice the dialogue. Monitor their dialogue delivery and pronunciations. Appreciate their efforts.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(7 min)

Give students different situations so that they are able to exchange greetings and courtesies and introducing self and others. Introduce yourself to a newly admitted class fellow, congratulating friend on scoring good marks. Introducing your siblings to your friends. Encourage them to practice these concepts effectively.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: A Heaven on Earth Topic: Date:

Objective(s):

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

- Use critical thinking to respond to the text (post reading): Apply world knowledge and own opinion to the text read.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: factual.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 58

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'.

Initiate the session by making students recall the chapter, 'A Heaven on Earth'. Encourage them to share with class fellows whatever they remember in relation to the chapter. Ask different questions from them that show their understanding of the text. Note down all the points shared by the students on the whiteboard. Appreciate their answers. In this way bring them towards applying knowledge and opinion to the text.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn to apply the world knowledge and own opinion to the text read and to comprehend the questions in a better manner in order to produce appropriate answer/response. Ask students to open textbook on page 58 and read the statement (i) from the section Comprehension Time. Make them answer the questions. Correct their mistakes.

Tell them that factual questions are those questions in which we can find answers in the form of facts directly in the text. Write some factual questions on the board such as. Who was the first governor general of Pakistan? When did Pakistan come into being? What is the capital city of Pakistan? What are different seasons which are experienced by the people of Pakistan? Ask students to highlight and mark the information which they are required to find out. Make them identify the verb, and key words that specify what to find out exactly. Ask students to open textbook on page 58 and read the statement (ii). Make them answer the factual questions. Check their understanding related to factual concepts. Monitor their work and provide them with feedback.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to think and share more factual information with the class.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 6

Unit Name: A Heaven on Earth

Topic: Pronouns and Conjunctions

Date:

Objective(s):

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

Identify and recognize the function of pronouns and conjunctions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 58

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'.

Initiate the session by giving cues to the students such as describe the qualities of your class fellow who is also your friend, any object that is in the classroom. Ask students to notice the words that have been used frequently to describe that person or object such as name of the class fellow and object. Ask from them which of the words could be used in place of the actual names. Note down all the responses. Use their answers as examples to teach the concept of pronouns.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn to identify and recognize the function of pronouns and conjunctions. Tell them that a pronoun is a word that takes the place of a noun. Make them share different pronouns that they know. Note down all the pronoun mentioned by the students on the board. Ask them to use these pronouns in sentences. Correct their mistakes.

Write different sentences on the board and ask students to complete the sentences by using the word that they think is the most suitable. I like fries, pizza, _____ burger. I reached school late _____ I got stuck in a traffic jam. I want to go the playground, _____ I am so tired. Ask reasons from the students that why have then selected these words. Appreciate their responses and correct their mistakes. Later on, ask students that what do they know about conjunctions? What words do we use to connect ideas? Appreciate their response. Tell them that conjunctions are used to combine words or sentences. Ask students to open textbook on page 58 and read the statement (iii). Make them read the given paragraph. Ask them to underline the pronouns and circle all the conjunctions. Monitor their work and provide them with feedback.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Assess your students by giving them different pronoun as cues and to use in sentences of their own

Homework:

(2 min)

Share learnt information with your parents.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: A Heaven on Earth **Topic: Transitional Devices** **Date:** _____

Objective(s):

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

Identify and recognize the function of transitional device: (firstly, secondly, final, etc.)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 58, 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'.

Initiate the session by giving students cues related to following routines such as study routine during examination, routine related to daily life chores. Routine on weekend. Ask them to discuss their routines with their class fellows. Ask students to be attentive while listening to the routine tasks of their class fellows. Make a list of the chores and tasks that they do in their daily routines by noting them down on the white board. And ask students what is the task that your class fellow does at the beginning and then which of the task he/she performs later. In this way bring them towards the concept of transitional devices.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about the function of transitional device. Ask students different questions related to transitional device. Do we need to arrange our ideas and thoughts in a sequence while we write something? Do the things that occur follow any particular order? For instance different events in your birthday party, do they follow sequence or order? Tell them that transitional devices are used to show the order or sequence in which things happen. 'First', 'second', 'next', 'then' and 'finally' are transitional devices used to show a sequence. Ask students to open textbook on page 58 and read the statement (iv). Make them read the following paragraph to notice the use of transitional devices. Monitor their work. Ask different questions from them to check their understanding.

Activity: 1

Ask students to open textbook on page 58 and read the statement (v). Make them write a paragraph in their own words using pronouns, conjunctions and transitional devices. Check their work and correct their mistakes.

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 ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Going on a Trip

1.	We relax and have fun.
2.	We get in the car and get ready to go.
3.	We get to our hotel.
4.	First we pack our bags.
5.	We load the car with bag and goodies.
6.	While riding we share our goodies.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Unit Name: A Heaven on Earth

Topic: Reading Tables and Charts

Date:

Objective(s):

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

- Read tables and charts in the Classroom.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59, picture poster, 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'. Bring a picture poster (given at end) of good manners and ask students to describe the picture by sharing their responses. Ask them what kind of information they see in this picture. Encourage students to share their thoughts. Note the responses. Appreciate them for their correct answers. Use their answers as an example to bring them towards the concept of reading charts and tables.

Main Activities/Concept Building:

(27 min)

Activity 1: Tell students that today they are going to do an activity about reading charts and tables. Ask students to open textbook on page 59 and read the statement (iv). Make them read the information about famous places in the Neelum Valley given in the chart. Take rounds and make sure that students are not only reading the information but understanding it as well. Check their understanding by asking questions.

Activity 2: Ask students to open textbook on page 59 and read the statement (B) from the section, 'Time to Think'. Make them read about the valleys of Pakistan on the internet and write down their names in their notebooks. Check their work and provide feedback.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Ask students to give small presentations on their favourite places.

Homework:

(2 min)

Ask students to solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Picture Poster



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Unit Name: A Heaven on Earth

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 pages 59

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'.

Initiate the session by making students recall the lesson, 'A Heaven on Earth'. Ask students to identify the words which they find new by underlining them. Encourage them to predict its meaning. Use their meanings as examples to teach new vocabulary and its meaning.

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 59. Read statement (i) from the 'Vocabulary' section. Make them read the given words with their meanings. Read the vocabulary in a louder voice and ask students to model its pronunciation. Monitor if the students are reading the words and comprehending it.

Activity 1:

Make students play a word game where they will select the participant of their own choice and give him a word and he/she has to tell its meaning. Appreciate the students on giving correct answers.

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 that they have learnt

Homework:

(2 min)

Recall the newly learnt vocabulary and use in sentences.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 3

Unit Name: A Heaven on Earth

Topic: Parts of Speech

Date: _____

Objective(s):

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

Identify the word class of a given word in context.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 60, Picture poster

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'. Initiate the session by showing poster (provided in the end) to the students and ask them to describe it. What do you see in this picture? What characters are doing? What are the things that you see in this picture? Note down their responses on the board. Use their examples as a reference to teach them parts of speech.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn to identify the word class of a given word. Ask students different questions related to parts of speech. What do you know about parts of speech? How many parts of speech are there? What is the function performed by nouns, adjectives and verbs? Appreciate their answers. Tell them that the words belong to different groups called parts of speech according to the part they play in a sentence. Ask students to open textbook on page 60 and read the statement (ii). Make them read the story again and look for three nouns, verbs and adjectives each. Write them in the correct columns. Monitor their work and check their understanding. Provide feedback and correct the mistakes.

Activity: Solve the given worksheet. Make them look at the given picture and identify nouns, adjectives and verbs. Monitor them while they are doing it.

Sum Up:

(3 min)

Summarise the key concept of formulaic expressions to how gratitude and regret with your students.

Assessment:

(5 min)

Write words on the board and ask students to identify its category as a part of speech.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Look at the given picture and identify nouns, adjectives and verbs in this picture.



Noun	Adjective	Verb

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: A Heaven on Earth **Topic: Common and Proper Nouns** **Date: _____**

Objective(s):

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

- Recognize general naming words as common nouns and particular naming words as proper nouns.
- Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 60, picture poster

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'.

Show the given poster to the students and ask them to differentiate between the description / name that has been given below every picture. What is the difference that you see in the pictures which are similar? Do you see similarity in the names or are they different? Use their answers to elaborate the concept of common and proper nouns.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn to recognize and classify general naming words as common nouns and particular naming words as proper nouns. Ask students what do they know about common nouns and proper nouns? Ask them to differentiate between these two by giving relevant examples. Tell students that common nouns name a class of people, places, animals or things. Proper nouns name particular persons, places or things. Ask students to open textbook on page 60 and read the statement (i) from 'Grammar' Section (B). Make them read the given sentences and notice the use of common and proper nouns. Monitor their work while they are reading it out and address their queries.

Ask students to open their textbooks at page 60. Read statement (ii) from the 'Grammar' section. Ask them to put the given common and proper nouns in the correct boxes. Check their work and provide students with feedback.

Sum Up: (3 min)

Summarise the key concept of common and proper nouns with your students.

Assessment: (5 min)

Write some common and proper nouns on the board and ask students to identify it.

Homework: (2 min)

Make a list of common and proper nouns and share with your class.

Teacher's Self-Evaluation:

Target: Achieved ☐

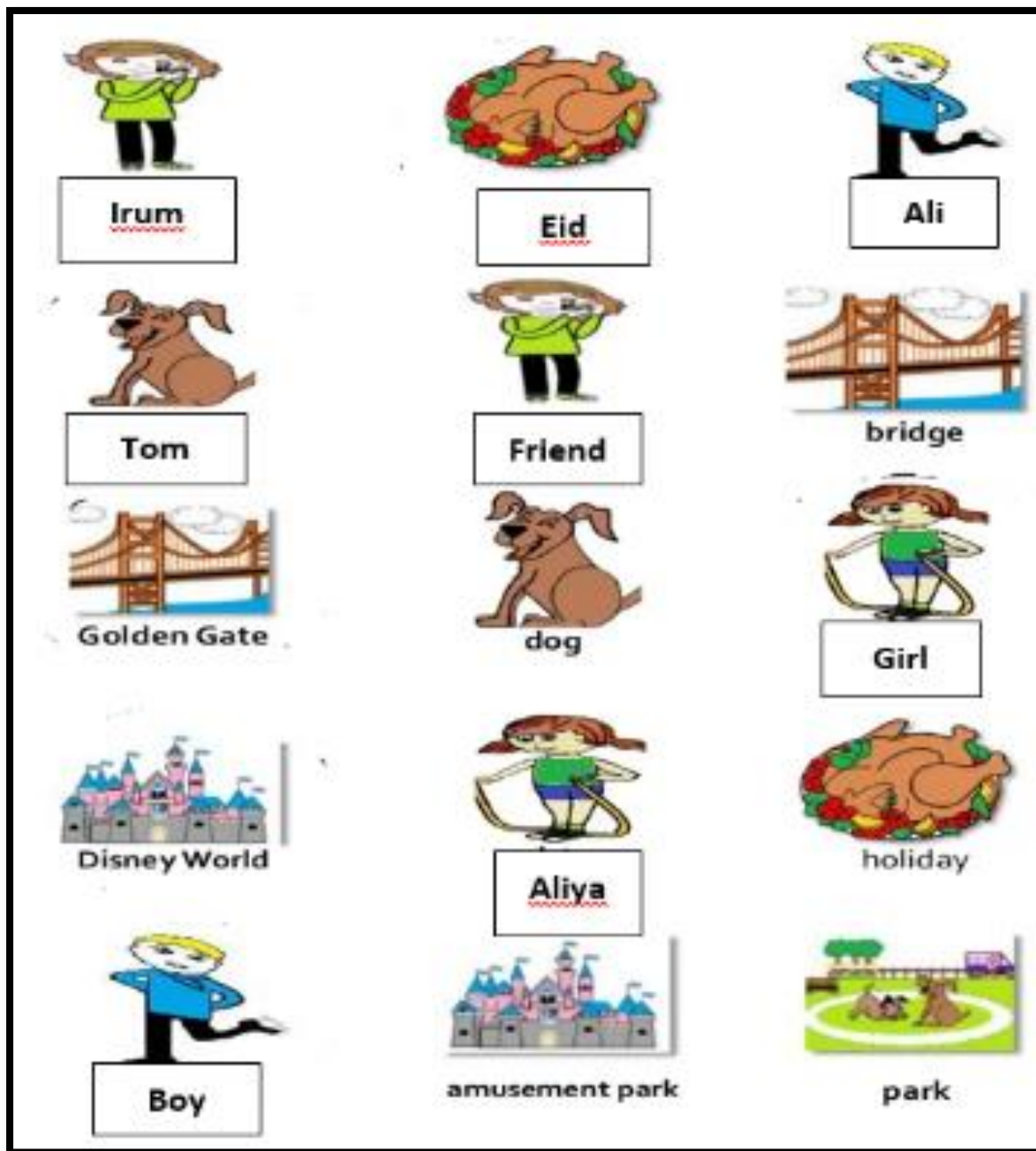
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Poster



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Unit Name: A Heaven on Earth

Topic: Simple Sentences

Date: _____

Objective(s):

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

Make simple sentences SVO (subject, verb, object) pattern.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61, poster

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'.

Begin the session by showing the poster given below. Ask students to describe this picture in a single sentence. Try to involve all the students in this activity. Write their suggested sentences on the board. Ask students about their choices of suggesting this sentence. Make them notice the different words, combinations and structures suggested by different students during describing this picture. In this way use their examples to bring them towards sentence structure.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about making simple sentences by following SVO (subject, verb, and object) pattern. Ask different questions from them. What do you know about a sentence? What type of parts of speech do we use to create a sentence? Give examples. Write all the suggested examples on the board. Tell students that a simple sentence is a group of words that tells a complete idea. A sentence comprises three parts: subject, verb and object. Address their queries related to SVO pattern. Give more relevant examples.

Activity 1:

Ask students to open their textbooks on page 61. Read statement (iii) from the 'Grammar' section. Make them read the following sentences and notice the SVO pattern. Ask students to come up with relevant examples. Appreciate their answers.

Activity 2:

Ask students to open their textbooks on page 61 and read statement (iv). Make them write three sentences using the SVO pattern. Check their work and correct their mistakes.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Write some sentences on the board and ask students at random to identify the SVO pattern in these sentences.

Homework:

(2 min)

Relearn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: A Heaven on Earth **Topic: Exclamation Mark** **Date: _____**

Objective(s):

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

Recognize and use exclamation mark to express strong feelings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61

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'.

Begin the session by writing different sentences on the board and ask them to describe the sentences. Ouch! The tea was hot. What a nice day! What a beautiful dress! I love this game! Ask students what do they think that these sentences convey? How these sentences are different from other sentences? Use their answers as reference to teach them the concept of exclamation marks.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn the use of exclamation marks. Ask students different question such as how would you share your feelings with others if you are happy? If you win any game how would you share the news with your loved ones? How would you tell your parents if you got an injury? Appreciate their answers. Tell students that an exclamation mark (!) is used to express strong feelings or emotions.

Activity 1:

Divide the students in pairs and give them different situations where they have to share their feelings and emotions verbally. Meeting an old friend after a long time- receiving a surprise gift from your parents-the moment your grandparents visit you. Check their understanding related to expressing strong feelings and emotions. Appreciate their efforts.

Activity 2:

Read statement (v) from the 'Grammar' section. Ask students to read the given sentences and notice the use of exclamation mark. Take rounds while students read it out and clear their ambiguities by addressing their queries.

Activity 3:

Ask students to open textbook on page 61 and read the statement (vi). Make them write three sentences using the exclamation mark. Check their work and correct their mistakes.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Have them create sentences verbally that suggest strong feelings and emotions.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 7

Unit Name: A Heaven on Erath

Topic: Guided Writing

Date:

Objective(s):

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

Read sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61, worksheet

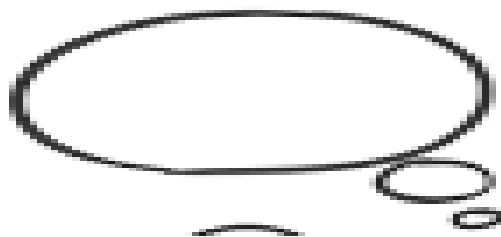
Teaching & Learning Activities:

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'.

Begin the session by drawing speech bubbles on to the white board and ask students to fill in these with their thoughts and ideas. Ask from them that why did they write those specific words in it. Use their answers as an examples to teach them writing speech bubbles.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about reading sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. Tell students that speech bubble is a round shape next to the head of a character in which the character's words or thoughts are written.

Activity 1:

Ask students to open textbook on page 61. Read statement (i) from the 'Guided Writing' section. Ask students to read the given dialogues. Make them notice the vocabulary, tone, style and expression sentence structures and content which is used to create speech bubbles. Take rounds while they read it out.

Activity 2:

Solve the given worksheet and fill in the speech bubbles appropriately by making use of appropriate vocabulary and expression. Monitor them while they are doing their work.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Give some cues to students and ask them to create speech bubbles such as if you look at Maggie noodles advertisement, what do you think about? If you pass by a toy shop, what do you think? Appreciate them for their answers.

Homework:

(2 min)

Write a speech bubble using your favourite cartoon character.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Look at the pictures and write dialogues in the speech bubbles according to the situations.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: A Heaven on Earth **Topic: Guided Writing** **Date:**

Objective(s):

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

- Write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- Revise written work for layout, legibility, and punctuation

Resource Material:

Chalk/Marker, White/Blackboard, Textbook 62

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'.

Initiate the session by asking students to select different situations on which they can develop speech bubble. Write down all the situations on the board. Ask student to assign one situation to other student and he/she has to develop a speech bubble. Appreciate their use of appropriate language for writing speech bubble.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to write speech bubbles using appropriate written expression, vocabulary and punctuation. Ask students to open textbook on page 62 and read the statement (ii). Make them fill in the speech bubbles. Ask students to review their work and edit it to make it more appropriate in terms of vocabulary, tone, and style. Check their work and provide them with a feedback.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to share the information that they have learnt through writing speech bubbles.

Homework: (2 min)

Share your with your parents that you have done in class.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: A Heaven on Earth **Topic: Creative Writing** **Date:**

Objective(s):

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

Creative Writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 62

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 decide different topics. Write it down on the board. Ask students to come in front of the board as volunteers and select the topic where the volunteer student has to develop and share some points verbally related to the topic. Appreciate students' efforts by clapping. In this way, bring them towards creative writing.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do creative writing.

Ask students to open their textbooks at page 62. Read statement from the 'Creative Writing' section. Tell them that they have to develop a paragraph on their visit to any hill station of Pakistan. Tell them that visiting any hill station refreshes our mind and body. It gives us new sights and places to explore. We enjoy the beauty of nature by visiting hill stations. Ask students to develop a paragraph and share their thoughts in the form of a paragraph. Ask them to write correct spellings and make use of punctuation marks. Take rounds and check if they need assistance. Assess their work and correct their mistakes.

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 visit to a hill station.

Homework: (2 min)

Take interview of your parents about their favourite hill station and note down the information.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Unit Name: At the Zoo

Topic: Reading

Date:

Objective(s):

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

- Use pre reading strategies to: Predict some words that might occur in a text by looking at a picture/title.
- Recite poems with actions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 63- 64

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 recite their favourite poems in front of the class. Then ask students to listen to it attentively and share what they understand out of the poems which have been recited. Elicit responses from them. Appreciate their answers. Write the title of the poem, 'At the Zoo'. Ask students what they think that this poem will be all about. What would be the content and vocabulary? Note down all the responses on the board. Use their answers as examples to teach them prediction.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to start the new unit 'At the Zoo'. Tell them that it's a poem about zoo and different animals which are found there. Ask students to open their textbooks at page 63-64.

Ask students to open their textbooks on page 63 and look at the given picture. Give them some time to think. Ask them to name three animals by looking at the given picture. Have you ever visited any zoo?

What did you enjoy the most in the zoo? Share. Encourage them to share their responses.

Ask students to open their textbooks on page 64 and 'At the Zoo'. Read the poem aloud with appropriate pronunciation and intonation. Ask students to model the pronunciation and recite the poem with actions. Make the students involve in reciting poems. Appreciate their efforts.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Make pairs of students. Call any pair at random and ask them to recite their favourite line of the poem with correct pronunciation and intonation. Then encourage them to share information about the poem with the class.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 4

Unit Name: At the Zoo

Topic: Long and Short Vowel Sounds

Date:

Objective(s):

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

Pronounce long and short vowel sounds in pairs of words (a, e)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 65, pictures

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'.

Initiate the session by showing the pictures of objects to students. You may use the pictures given below. Elicit their responses by asking what are these objects called? (bed, bead). Use their examples to link it with the concept of long and short vowel sounds.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about long and short vowel sounds in the pairs of words. Tell students that in a word, a vowel is short if it does not sound like its name. In a word, a vowel is long if it sounds like its name. Ask students to create more words using 'a' and 'e'. Appreciate their efforts and correct their mistakes.

Activity: 1

Read statement (A) from the 'Phonics Practice' section. Make them read and pronounce the given words. Make them notice the difference in pronunciations of long and short vowel sounds in pairs of words. Ask them to give more relevant examples.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(7 min)

Make pairs of students. Write some pair words with long and short vowel sounds and ask students to identify the words with long vowel sounds and short vowel sounds.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Unit Name: At the Zoo

Topic: Listening and Speaking Practice

Date:

Objective(s):

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

- Engage in conversation and take turns.

Resource Material:

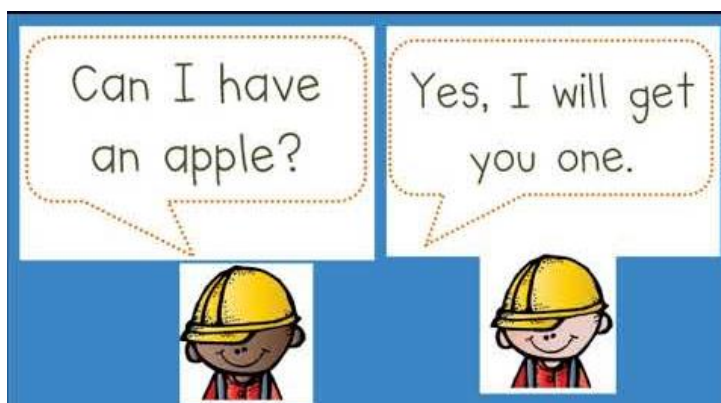
Chalk/Marker, White/Blackboard, Textbook page 65, poster

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'. Initiate the session by calling any two students at random and ask them to role play the given dialogues. Appreciate the way they get indulged in conversation with each other and communicate with each other. Use this role play to demonstrate the concept of getting engaged in conversation.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read a dialogues and getting engaged in a communication and expressing ideas when it is their turn to speak. . Ask students to open their textbooks at page 65. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogues one by one to understand by these dialogues.

Tell students that we should engage in communication when it is our turn to speak. It sounds very impolite if we start speaking without waiting for our turn. We should not interrupt the communication when two persons are already engaged in communication. We should wait for them to complete their conversation then we should involve in the process of communication. After that make pairs of students and ask them to practise the given dialogues one by one.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Make pairs of students. Give students different situations on which they have to create a dialogue (telling your friend about your favourite hobby, telling your class fellow about your daily routine, etc.) During conversations students will practice the concept of taking turns and to engage in conversations.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 6

Unit Name: At the Zoo

Topic: Reading and Critical Thinking

Date:

Objective(s):

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

- Use critical thinking to respond to the text (post reading):
- Relate what is read to their own experiences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 65-66, note 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'.

Make pairs of students and distribute note cards amongst each pair. Ask students to recall their visit to zoo if they have visited it and write all the information which they remember about zoo and its animals. Call each pair and ask them to share the information with their class fellows. Appreciate their efforts.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to use their critical thinking skills. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 65-66. Read each question from the 'Comprehension' section aloud. Ask them to listen to each question carefully. Encourage them to think about the answers and look for them in the book. Encourage students to write answers in their own words to show their comprehension of the question. Make them share their answers with their class fellows and appreciate their work. Correct their mistakes where required.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

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

Homework:

(2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: At the Zoo **Topic: Alphabetical Order** **Date:** _____

Objective(s):

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

Use alphabetical order (first and second alphabet to arrange words).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 66

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 names of your students on the board and ask students to arrange it the way they want to do. Notice the way they have arranged it. Ask reasons from them that why they have arranged the names in a specific manner. Motivate them to share their responses. Appreciate their efforts.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn using alphabetical order. Write some letters on the board. Ask students to choose letters and create words. Then ask them to arrange the words alphabetically. Tell students that arrange the words by looking at the first letter in a word. Then take one letter and ask students to create words using this letter. Then ask students to arrange it. Notice their arrangement of words. Tell students that words that begin with same letter are arranged according to their second letter in that word. (for, far) far will come at the beginning. Motivate them to share their responses and clap for them for showing efforts.

Activity 1:

Have students to open textbook on page 66 and read the statement (ii). Make them read the following words in alphabetical order according to the first letter. Monitor them while they are doing their work.

Activity 2:

Get them open their books on page 66 and read the statement (iii). Make them read the following words in alphabetical order according to the second letter. Observe their work.

Activity 3:

Make them open textbook on page 66 and read the statement (iv). Make them arrange the given words alphabetically according to the first letter. Check their work and rectify their mistakes.

Activity 4:

Ask them to open textbook on page 66 and read the statement (v). Make them arrange the given words alphabetically according to the second letter. Provide students with feedback after checking their work.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write some words on the board using the same letter and ask students to arrange it in an alphabetical order according to the second letter of that word. Appreciate them for their correct responses.

Homework: (2 min)

List down the things in your home and arrange it alphabetically.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: At the Zoo **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 66, 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'.

Initiate the session by showing them the pictures of animals and ask them to share information related to animals. What do they know about these animals? Where these animals are found? Motivate them to share responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read and think critically. Ask students to say the names of the animals that they know. Then ask students to come at random and write in the form of words and ask other students to check the spellings, if they have written it correctly.

Activity: 1

Ask students to open their textbooks at page 28 and read the statement from 'Time to Think' section. Make them recall the names of the animals and complete the given crossword. Observe them while they are doing their work.

Activity: 2

Ask students to solve the given work sheet by looking at the pictures and completing the crossword puzzle. Check their work and correct their mistakes.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write some words on the board with missing letters and ask students to guess it. Clap for them for their correct answers.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

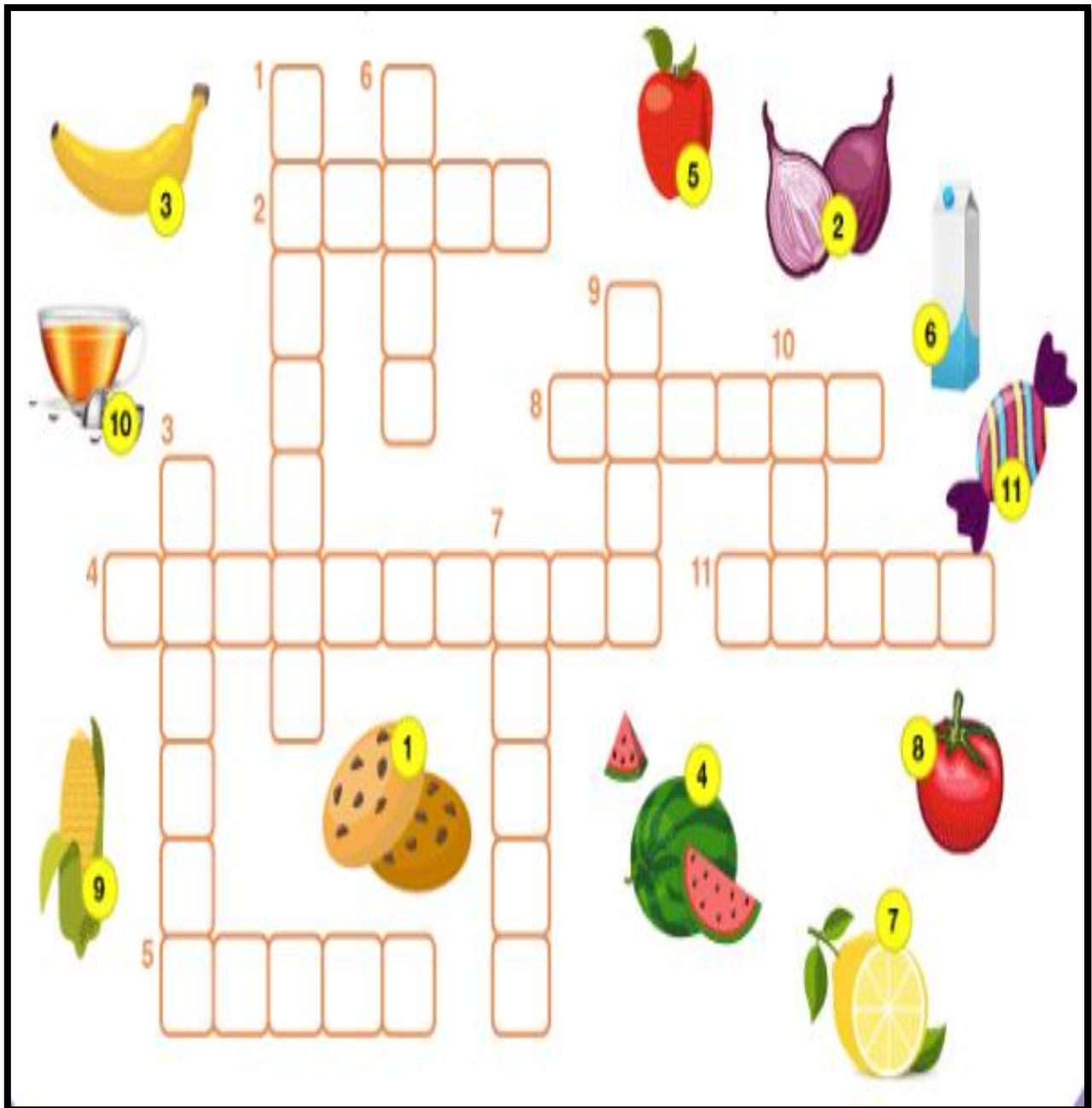
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Complete the crossword puzzle.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Unit Name: At the Zoo

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 67, pictures

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 recall the poem and say the words that seem difficult. Then write those words on the whiteboard. Ask students to guess the meaning of the words. Appreciate those students who give correct answers.

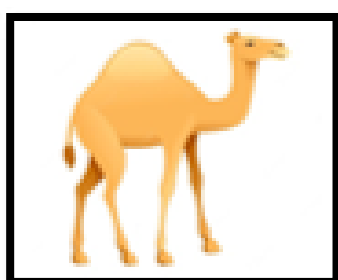
Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 29. Read statement (i) from the 'Vocabulary' section. Recite the words aloud with its meaning.

Activity 1:

Show these flashcards to the students. Ask them to recall the newly learnt vocabulary and relate the vocabulary with the shown pictures. Clap for them for their correct responses.



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 learnt.

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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Unit Name: At the Zoo

Topic: Synonyms

Date: _____

Objective(s):

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

Recognize and use words similar in meaning.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 67, poster

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Show this table to the students and ask students to match the columns according to their own understanding. Ask reason from them that why they have linked one word with another. Expand this strategy further to teach them synonyms.

Column A	Column B
Child	leap
Pretty	large
Jump	fall
Big	kid
Drop	beautiful

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about synonyms today. Ask students to at random to come and write any word of their own choice on the board. Then challenge any student to come and write the word that is in accordance with the meaning to that word. Encourage them to share their responses. Clap for those students who have given correct answers. Write the word 'synonym' on the board and ask them what is meant by this word. Predict the meaning of this word. Appreciate them for their responses. Tell students that a synonym is a word having the same meaning or nearly the same as another word.

Activity 1:

Ask students to open textbook on page 67 and read the statement (ii). Make them read the given words and their synonyms.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Give students some words and ask them to find a similar word or synonym for the given words.

Homework:

(2 min)

Relearn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Unit Name: At the Zoo

Topic: Synonyms

Date:

Objective(s):

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

Recognize and use words similar in meaning.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 67, picture, 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'.

Show this picture to the students and ask them to describe the picture in one word. After getting responses from them, select the most appropriate word and write it in the box. Then again ask them to find out a word that is similar in meaning with the word that was decided earlier and write again in the box. Appreciate their responses.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn to recognize and use words similar in meaning. Make students write some words on the board and then ask other students to write a similar word or synonym for that word. Motivate them to find interesting words and to write similar words for these words. Clap for them for showing efforts. Give students worksheet to solve. Choose a synonym that best shares the similar meaning with the word given on the left side. Three options have been given for synonyms. Make them select the most appropriate synonym. Take rounds while they are doing their work. Address their queries.

Activity 1:

Ask students to open their textbooks at page 67 and read the statement (iii). Make them tick the correct synonyms for the underlined words. Monitor their work and give them feedback by checking their work.

Sum Up:

(3 min)

Summarise the key concept of synonyms with your students

Assessment:

(5 min)

Ask them to share the words and synonyms that they have learnt today.

Homework:

(2 min)

Learn the classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Find the correct synonyms for the word on the left.

- 1) Begin (stop, start, finish)
- 2) Near (her, for, close)
- 3) Small (tiny, large, mouse)
- 4) Loud (quite, noisy, big)
- 5) Talk (whisper, speak, shout)
- 6) Mad (angry, silly, intelligent)
- 7) Damp (wet, wash, grass)
- 8) Fix (six, make, repair)
- 9) Howl (cry, wolf, loud)
- 10) End (start, finish, begin)
- 11) Walk (run, stroll, jog)
- 12) Jump (sit, leap, frog)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Unit Name: At the Zoo

Topic: Antonyms

Date: _____

Objective(s):

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

Recognize and use words opposite in meaning.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 68, pictures, worksheet

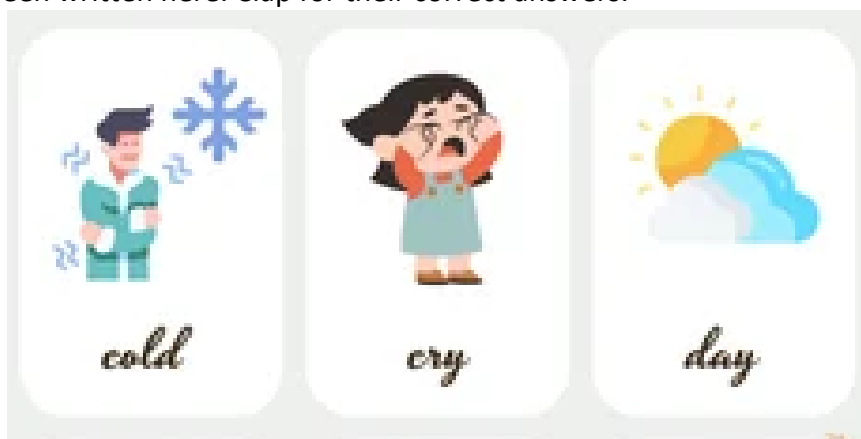
Teaching & Learning Activities:

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'.

Show these pictures to the students and ask them to tell the words that are opposite in meanings to the words which have been written here. Clap for their correct answers.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about antonyms. Ask students different questions to bring them towards the concept of antonyms. What are synonyms? Give examples. Have you heard about antonyms? Are antonyms or synonyms different or same? Appreciate them for sharing their responses. Tell them antonyms are words that have opposite meanings.

Ask them to solve the given worksheet. Look at the words given in worksheet. Write the word that best suits it as an antonym.

Activity 1:

Ask them to open textbook on page number 68 and read the statement (iv). Make them read the given words and their opposites. Monitor their work while they are doing it.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share the difference between antonyms and synonyms and give relevant examples.

Homework:

(2 min)

Relearn classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Read the given words and write the opposite of these words in the blanks.

Words	Antonyms
long	
fast	
hot	
never	
old	
far	
full	
messy	
sink	
float	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 6

Unit Name: At the Zoo

Topic: Antonyms

Date:

Objective(s):

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

Recognize and use words opposite in meaning.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 68, picture poster

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'.

Show this picture to the students and ask them to explain these pictures. Make them share their responses that whether these pictures are similar or different. If they are similar then what kind of similarities do they see? If these pictures are different then what kind of dissimilarities do they see? Motivate them to share their responses.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to recognize and use words opposite in meaning. Have them share the information and knowledge related to the use of antonyms. Ask them to write the word and then its antonym. Use the picture shown in the warm up activity. Observe them while they are doing their work. Ask students to take five words, either write its antonyms or synonyms or then use it in sentences of their own. Check their work and provide them with feedback.

Activity: 1 Ask students to open their textbooks at page 68 and read the statement (v). Make them write opposites of the given words and use them in their sentences. Check their work and rectify the mistakes.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Write some words and ask students to tell its antonyms.

Homework:

(2 min)

Write five antonyms in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 7

Unit Name: At the Zoo

Topic: Preposition (Position Words)

Date:

Objective(s):

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

Illustrate use of some words showing position. (to, from, up, down, on, in, under)

Resource Material:

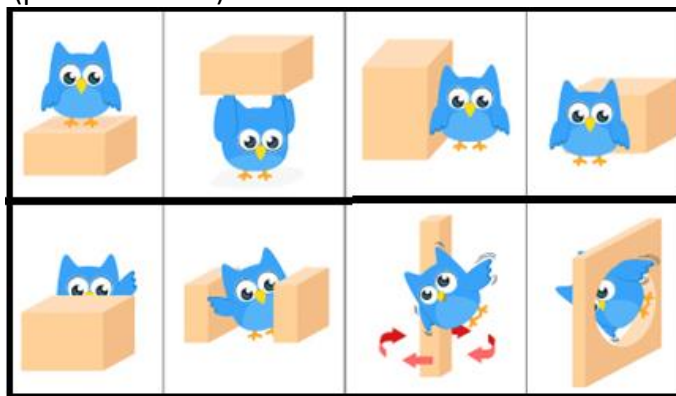
Chalk/Marker, White/Blackboard, Textbook page 68, picture

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 do they see in this picture? Are all pictures same or different? What do you understand about these pictures? What are different objects you see in this picture? Encourage them to share their answers. Use their answers as a reference to teach them the concept of prepositions (position words).



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about concept of prepositions (position words). Put a book on the table and ask them to answer that where the book is lying? Students' use of prepositions in their answers to suggest position may vary. Where are you sitting? Where are your teacher standing? From where have you entered in classroom? Ask students that have they ever heard about prepositions? What are position words? What do they inform us about? Tell them that some words are used to show the position of a noun or pronoun. These are called position words.

Activity 1: Ask students to open textbook on page 68. Read the statement (i) from Grammar Section. Make them read the given sentences. Observe the students while they are doing their work and answer their questions to eliminate their confusions.

Activity 2: Ask students to open textbook on page 68. Read the statement (ii) from Grammar Section. Make them write sentences of their own using each position word given. Check their work and provide feedback.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Give students some cues and ask them to create sentences using position words.

Homework:

(2 min)

Note the position of objects at your home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: At the Zoo **Topic: Instructions, Commands and Requests** **Date:**

Objective(s):

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

Identify and use simple sentences that show instructions, commands and requests.

Resource Material:

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

Write sentences on the board and ask different questions from the students. What do you understand from these sentences? Are these sentences similar or different? What do these sentences convey?

Appreciate them for their answers and use their answers to bring them towards the concept of using simple sentences that show instructions, commands and requests.

Take the first road on the left

Would you mind if I ask your help?

Go straight ahead

Shut the front door

Main Activities/Concept Building: (25 min)

Tell students that today they are going to identify and use simple sentences that show instructions, commands and requests. Give students different scenarios such as asking your friend to lend you a book, giving directions to somebody and ordering someone not to eat all the cookies. Ask them to create sentences using these cues. Motivate them to share their responses. Tell them that instructions tell us how to do something. When we order somebody to do something, it is called a command. When we request somebody to do something, it is called a request.

Activity 1:

Have students open their textbook on page 69 and read the statement (iii). Make them read the given sentences. Take rounds while they are doing their work.

Activity 2:

Ask them to open textbook on page 69 and read the statement (iv). Make them write 'I' for an instruction, 'C' for a command and 'R' for a request next to each sentence. Check their work and correct their mistakes.

Activity 3:

Get them open their textbooks on page 69 and read the statement (v). Make them write two instructions and two commands each in their notebook. Provide them with feedback after rectifying their mistakes.

Sum Up: (3 min)

Give an overview of the topic.

Assessment: (5 min)

Gauge the understanding of your students by asking them to create sentences that suggest instructions, commands and requests.

Homework: (2 min)

Relearn classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: At the Zoo Topic: Punctuation Date:

Objective(s):

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

Demonstrate the use of verb can/cannot to show ability and inability.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 69, 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 different questions in this way that they answer it in the form of 'can' or 'cannot'. Can you swim? Can you speak 10 languages? Can you breathe underwater? Can you lift all of us? Can you drive a car? Can you speak English? Encourage them to share their responses. Ask them to explain the reasons behind their answers. Use their answers as reference to teach them the use of can/cannot.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about the use of 'can' and 'cannot'. Ask students to share with class fellows that what they can do and what they cannot do? Make them share their answers. Appreciate them to boost their confidence. Tell them that we use 'can' to show the ability to do something and 'cannot' to show the inability to do something.

Activity 1:

Ask students to open textbook on page 69 and read the statement (vi). Make them read the given sentences. Observe them while they are doing their work.

Activity 2:

Have them open textbook on page 69 and read the statement (vii). Have them make at least three sentences using 'can' and 'cannot' in their notebook.

Activity 3:

Ask students to solve the worksheet. Look at the pictures carefully and write the answers using can/cannot. Questions have also been given. Answer them by using can/cannot appropriately.

Sum Up: (3 min)

Briefly discuss the main points.

Assessment: (5 min)

Write some actions on the board and ask students to identify whether humans can do that or cannot.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

CAN / CAN'T - ability

Look at the pictures and complete the sentences with can/can't and a verb.

1 run 	2 jump 	3 write 	4 swim 
5 sing 	6 play tennis 	7 see 	8 fly 

- 1** He _____
- 2** It _____
- 3** She _____
- 4** He _____

- 5** They _____
- 6** She _____
- 7** He _____
- 8** They _____

Answer with "Yes, it can" or "No, it can't"

- Can a bird sing? ' _____
- Can a snake jump? _____
- Can a horse run? _____
- Can a fish swim? _____
- Can an elephant fly? _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: At the Zoo **Topic: Guided Writing** **Date: _____**

Objective(s):

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

Write a few simple sentences to describe/show sequence in a picture/series of pictures.

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'.

Initiate the session by telling students that they will do a fun activity today. Ask students at random to come forward and do storytelling. They also have to tell their class fellows that why do they like this story. Appreciate them for their participation. In this way, bring them towards sequencing and picture description.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn about writing simple sentences to describe/show sequence in a picture/ series of pictures. Ask students different questions about storytelling such as who narrates story to you? Who is your favourite story character and why? Which is your favourite story? Did you ever write story yourself? Encourage them to share their responses and clap for them for sharing their ideas with their class fellows.

Activity 1:

Have them open their textbook on page 70 and read the statement (i) from Guided Writing section. Make them look at the given pictures and write a short story in their own words in their own notebook. Take rounds while they are doing their work. Once they are done with their work, ask them to review each other work and help in rectifying mistakes. At the end, check their mistakes.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share with their class fellows that what they have learnt about writing a short story.

Homework: (2 min)

Share story that you have written today with your parents.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 4

Unit Name: At the Zoo

Topic: Writing

Date:

Objective(s):

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

- Write a simple poem using a list of given rhyming words.
- Revise written work for layout, legibility, and punctuation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 70, 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 to sit in a circle. Call students as volunteers to come forward and recite their favourite childhood poem with all the gestures and actions. Applaud them for their participation.

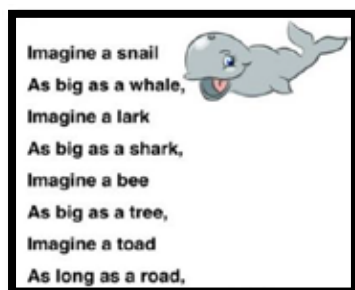
Main Activities/Concept Building:

(25 min)

Tell students that today they are going to write a simple poem using a list of given rhyming words. Ask question from the students about rhyming words. What are rhyming words? Can you give relevant examples? Appreciate them for their correct responses. Tell them that rhyming words are those words which have the same ending sound.

Activity 1: Ask them to solve the worksheet by identifying the rhyming words in the poem. Take rounds while they are doing their work.

Activity 2: Ask students to open textbook on page 70 and read the statement (ii) from Guided Writing section. Ask them to read the given stanza and complete the poem using the pair of rhyming words. Once they are done with writing a poem, ask them to review their work and look for the mistakes. Make them review their work whether their work is meaningful and conveying a sense and they have made appropriate use of punctuation marks. Make them edit their own mistakes. Check their work and provide feedback. The accepted poem is:



Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

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

Homework:

(2 min)

Learn the paragraph at home and write it in notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

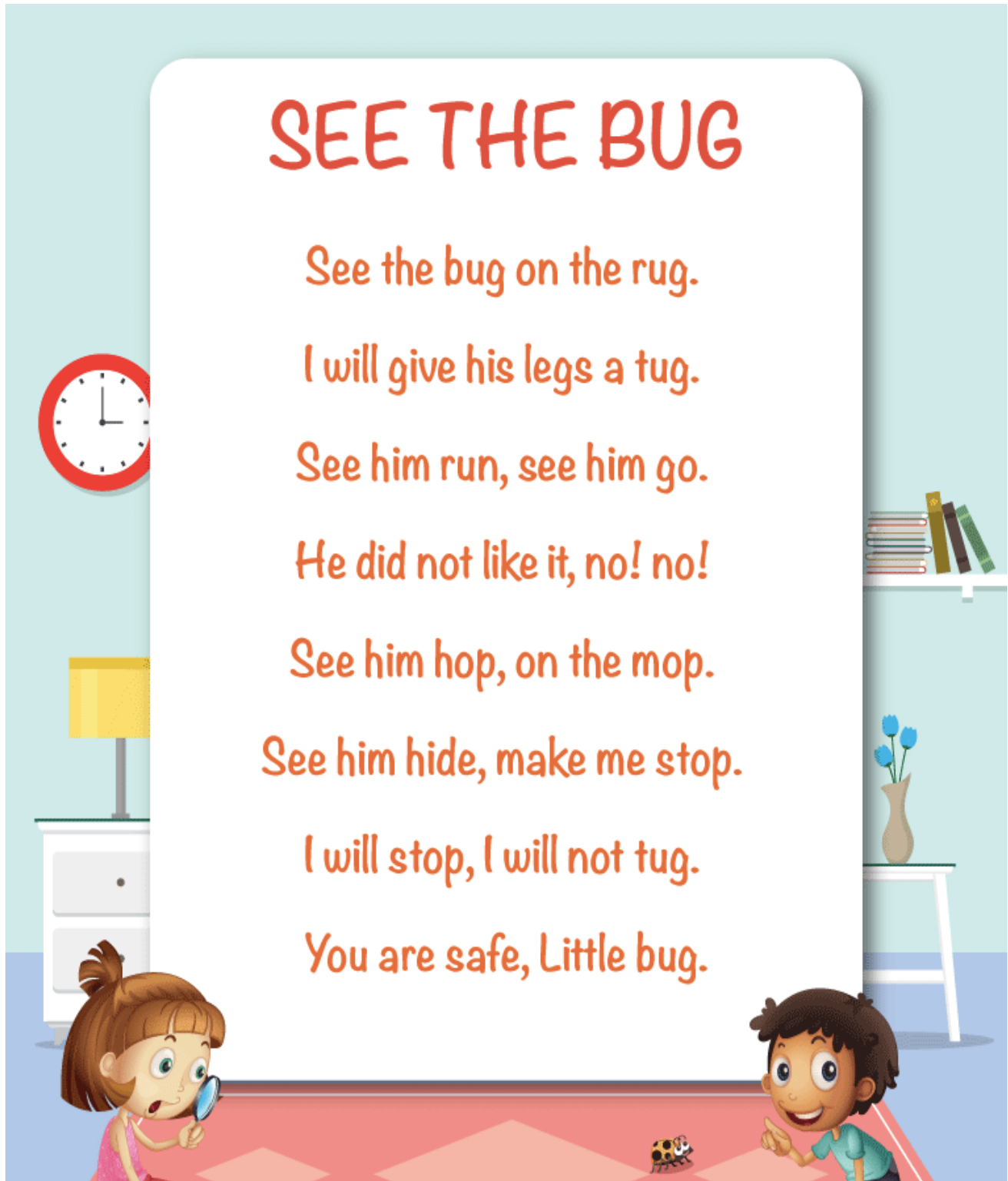
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Identify and underline the rhyming words in the poem.



SEE THE BUG

See the bug on the rug.

I will give his legs a tug.

See him run, see him go.

He did not like it, no! no!

See him hop, on the mop.

See him hide, make me stop.

I will stop, I will not tug.

You are safe, Little bug.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 5

Unit Name: At the Zoo

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 70, picture

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Show this picture to students and ask students to explain what they see in this picture. Ask students at random to come forward and write a sentence related to this picture on the board. Then call students one by one to write sentences on the board. Ask students to recite aloud the sentences which they have created. Ask students to identify the sentences which are relevant to this picture description and the sentences which are not. Mark tick for the relevant sentence and mark cross against the irrelevant sentence. In this way bring them towards writing creatively but in a relevant manner.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to do some creative writing. Divide the students in 5 to 6 groups. Show this picture to students and ask each group to give small presentations based on describing this picture in their own words. Ask them to choose the title for this picture. Share their ideas about this picture with their class fellows. Group that will create the most suitable title for this picture will be selected as winner. Students will choose the winner themselves. Clap for the students for showing efforts.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min



Activity 1:

Ask students to open textbook on page 70 and read the statement from Creative Writing section. Make them write a paragraph on their visit to the zoo. Take rounds while they are doing their work. Check their work and correct their mistakes.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share information about their favourite animals with their class fellows.

Homework:

(2 min)

Find information about your favourite animals and note it down.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: At the Zoo **Topic:** **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 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'.

Call students at random and ask them to share information about consonant clusters with relevant examples. When students give examples, ask others to identify that whether they have given correct examples of consonant clusters or not. Appreciate them for their efforts.

Main Activities/Concept Building: (27 min)

Make them recall the concept of consonant clusters. Have them open their textbook on page 71 and make them read the statement (i). Have them read the given sentences and underline the words with consonant clusters. Check their work and correct their mistakes.

Ask students to open textbook on page 71 and read the statement (ii). Ask them to share that how they express themselves to parents when they need a new stationery item. Monitor their performance.

Make students open their textbook on page 71 and read the statement (i) from the Reading and Critical Thinking section. Have them arrange the given words alphabetically according to the second letter. Take rounds while they are doing their work.

Get them open textbook on page 71 and read the statement (ii) from the Reading and Critical Thinking section. Make them describe the given pictures in their own words. Provide them with feedback after checking their mistakes.

Sum Up: (3 min)

Give an overview of the key concepts.

Assessment: (5 min)

Write some words on the board and ask them to arrange these words alphabetically.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: At the Zoo **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 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'.

Make students recall the concept of synonyms and antonyms. Write some words on the board and ask them to make antonyms of these words. Appreciate them by clapping.

Main Activities/Concept Building: (27 min)

Read statement (i) from the 'Aspects of Language' section. Ask them to make anagrams of the given words. Motivate them to work independently.

Read statement (ii) from the 'Aspects of Language' section. Ask students to write synonyms and antonyms of the given words. Take rounds while they are doing their work.

Read statement (iii) from the 'Aspects of Language' section. Encourage them to read the given sentences and write their correct types. Check their work and rectify their mistakes.

Read statement (iv) from the 'Aspects of Language' section. Make them write two common and two proper nouns each. Provide them with feedback after checking their work.

Read statement (v) from the 'Aspects of Language' section. Have them write the forms of the given verbs. Monitor them while they are doing their work.

Read statement from the 'Writing' section. Motivate them to write a story on any of the given topics. Observe them while they are completing the given task.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Write some words on the board and ask students at random to write anagrams of it.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 1

Unit Name: Art Competition

Topic: Reading

Date:

Objective(s):

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

- Use pre reading strategies to predict some words that might occur in a text by looking at a picture/title.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to predict what follows in the text using context.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73-74, colours, chart papers

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 to sit in a circle. Give chart papers to students and ask them to draw any fruit they like the most. Ask them to colour the fruit as well. Ask students if they like art and creative activity projects. Ask them to tell what they would love to do in arts period.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to start the new unit 'Recycling Art Competition'. Tell students that today they are going to learn about recycling and art. Tell them that arts and drawing are very healthy activity for all ages. Ask students to open their textbooks at page 73. Ask them to look at the pictures and tell what they can see in the picture. Appreciate them for their correct answers by clapping to boost their confidence.

Ask them to tell what is the girl doing in the picture? Note their responses. Ask students at random to tell what they like the most about arts. Do they like colouring and drawing. Ask them to share the reason of their likeness. Note their responses. Ask them to share their thoughts with fellow students about recycling. Ask students at random to tell what is recycling? What is the benefit of recycling? Note their responses. Tell students that recycling is a process for using old things/material to create new things/ product. Ask students to open their textbooks at page 74. Ask student to read the story carefully. Ask them to read the story with correct pronunciation and intonation. Explain the meanings of difficult words as well if needed. Ask students at random to guess what will happen next. Note their responses.

Tell students that the unit they have read is a procedure. A procedure is a way to do something in sequence. Tell students that we should help each other at home. We should not waste our used things instead we should recycle them to create new things. Ask them to tell if they have ever recycled anything? Note their responses. Appreciate them all for their correct answers. Discuss the benefits of recycling. Tell them that recycling is an efficient procedure to control the waste deposits caused by heaps of wastages everywhere.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students to share some information about recycling and art. Ask them to tell what things they can draw or paint/colour.

Homework:

(2 min)

Read the story at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: Art Competition

Topic: ed sounds

Date:

Objective(s):

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

Recognize that *ed* has three sounds i.e. "d". "t", "id" as in *looked, danced, and landed*

Resource Material:

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

Tell students that they are going to play a fun activity. Draw columns on board. Write few verbs on board. Now add /ed/ with the verb to make past form of the verb. Such as; bake-baked, like-liked, etc. call students at random one by one and ask them to add /d/ or /ed/ at the end of each verb to make past participle form of the verb. After completion of the task, encourage students to read the verbs aloud. Make sure that students use correct pronunciation and intonation for the verbs. Appreciate them all for participating in the activity to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read about sounds of -ed. Tell students that the '-ed' ending is pronounced 't' if it follows 'k, s, ch, sh, f, p, th' sound. Tell students that the '-ed' ending is pronounced 'd' if it follows 'b, g, b l, j, l, m, n, o, u, v, z' sounds. Tell them that '-ed' ending is pronounced 'id' if it follows 'd and t' sound. Make sure to pronounce the endings for the better understanding of students. Ask students to open their textbooks at page 75. Read statement (i) from the 'Oral Communication' section. Read the given examples of '-d', '-t', and '-id' ending sounds in given examples. Pronounce the examples correctly so the students can differentiate the change in sounds of '-ed'. Ask students at random to read the examples aloud.

Read statement (ii) from the 'Oral Communication' section. Ask students to read the given words aloud with correct pronunciation. Encourage them to match the given examples with their correct ending sounds. Encourage them to do their work on their own. Bring worksheets of /d/, /t/ and /id ending sound of 'ed' in class. Ask students to complete the worksheet. Ask them to do their work in neat handwriting. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Summarise the key concepts of consonant clusters with your students.

Assessment:

(5 min)

Ask students to read the given example with correct pronunciation.

Homework:

(2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Write the words ending in /d/, /t/ and /id/ sound.

/d/	/t/	/id/

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Unit Name: Art Competition

Topic: seek attention

Date: _____

Objective(s):

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

- Use polite expressions to seek attention.
- Agree/disagree politely.

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'.

Make pairs of students. Ask a student at random 'Excuse me! I need a pencil. Can you give me one?' note the response. Say 'Thank you' after receiving the pencil. Make pair of students. Ask each pair to initiate conversation with other student by using polite expression to get their attention such as 'excuse me'. Encourage them all to take part 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 attention and agree/disagree politely in simple sentences. Tell students that we be careful while communicating with strangers. We should not take anything from strangers. We should not eat anything if it I given by a person we don't know about. Tell them some other safety measures as well to stay safe and disagree with strangers in such situations. Ask students to open their textbooks at page 75. Read statement from the 'Listening and Speaking practice' section. Ask them to practise the given dialogue to understand some basic expressions to seek attention and agree/disagree politely in simple sentences. Tell them that if they want to seek attention of anybody, they should use different polite words in conversation to get other person attentive. Tell students that we can agree or disagree with anything, but we should use polite words for showing our disagreement. Make pairs of students and ask them to practise the given dialogues one by one.

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 agree/disagree in conversations.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: Art Competition

Topic: comprehension

Date:

Objective(s):

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

Use critical thinking to respond to the text (post reading) to express understanding of story through pantomime.

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'.

Make pairs of students. Ask each pair to share with each other the things that they have recycled. Ask them to share ideas with each other that how they can recycle different items to create new and useful things. Tell students that recycling is very useful hobby as it is beneficial for our environment. We can be creative and think of many different ideas to create new and useful things. By recycling, we help the environment to be cleaned.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn different questions related to the unit 'Recycling Art Competition'. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 76. 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. Ask students at random to share different ideas that how can we make a pencil holder.

Homework:

(2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 5**
Unit Name: Art Competition **Topic: time** **Date: _____**

Objective(s):

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

Locate specific simple information in a (by half and full hour)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76-77, wall clock/table clock, 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'.

Tell students that we are going to play a fun activity today. Ask students to sit in a circle. Bring a wall clock in the class. Move the minute needle and set the time at 9:00. Encourage students to say aloud; 'it's 9 O'clock. Make sure that all students stay attentive. Move the time to 9:30 and say aloud 'it's half past nine' and ask students to repeat after you. Appreciate them for their involvement in activity. Keep changing the time and make sure that all students respond correctly and notice the time changings on the clock.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn how to check what time is it. Bring a chart paper of clock and paste it on the board. Point towards minute hand and tell students that it is called the minute hand. It is the long one. Point towards the hour hand and tell them that it is called the hour hand. It is short. Point towards both hands properly so that students could understand easily. Point towards the second hand and tell them that it is called the second hand. It does not stop. This hand always keeps moving. Tell them that there are sixty minutes in each hour. From 12 to 1, it signifies 5 minutes, from 5 to 10, it signifies 10 minutes and so on. Ask students to open their textbooks at page 76. Read question (ii) from the 'Comprehension Time' section aloud. Ask students to look at the given clock carefully and observe the minute, hour and second hands. Read the statement (iii). Ask students to observe the minute and hour hands on each given clock and read the time carefully. Tell students that when the minute hand is on '12' and hour hand is on '3', it means that it is 3 O'clock. When the minute hand turns to '6' and hour hand stays between 3 and 4, it means it is half past 3 as thirty minutes have passed now. Use the wall clock if needed. Ask students to open their textbooks at page 77. Read the statement (iv) of 'comprehension time' section and ask students to look at the given clocks carefully. Locate the minute and hour hand and guess what time is it. Appreciate students who guessed the correct time. Write the correct answer on the board. Ask them to write the answers in neat hand writing.



Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Use the wall clock and move the minute or hour hand according to your choice. Assess your students by asking them to tell time on wall clock.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 6

Unit Name: Art Competition

Topic: graph/pie chart/critical thinking

Date: _____

Objective(s):

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

- Read information in a picture graph and a pie chart.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77-78

Teaching & Learning Activities:

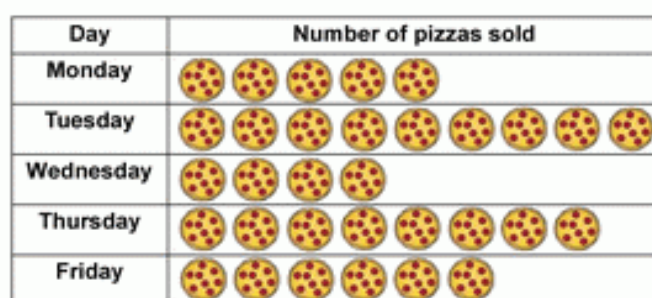
Opening Activities/Warm-up:

(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'.

Tell students that today, we are going to play a fun activity. Bring a chart paper in classroom about sales of pizzas on daily basis. Place the chart paper on the board.

Tell students that it is a picture graph about the number of pizza sold on each day of week in a restaurant. Ask a student at random to come in front of the class. Ask student; can you tell me how many pizzas were sold on Monday. Encourage student to count the pizza for Monday and tell the answer aloud. Appreciate him/her for the correct answer. Repeat the process with other students as well. Appreciate them all for their correct answers and involvement in class.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about picture graphs. Tell them that we use graphs to count things or numbers. Ask students to open their textbooks at page 77. Read the statement (v) of 'Reading and Critical Thinking' section aloud. Ask students to look at the picture graph carefully. Read the graph aloud and explain it to students. Tell students that this graph is about the type of toys Minsa and her friends have.

Read the question one by one and encourage students to guess the correct answers using the picture graph. Help them if need be. Write the correct answers on board and encourage students to write them in their textbooks in given space. Encourage them to write in neat hand writing.

Ask students to open their textbooks at page 78. Read 'Time to Think' statement aloud. Ask students at random to tell if they have ever recycled anything at home. Ask them to share the procedure of recycling project with fellow students. Make sure to involve all students in conversation. Tell students that we can make different things with old clothes, plastic bottle etc. share any project of your where you had created a new product using the recycling method to encourage students.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Draw a graph picture on board related to topic of your choice. Assess your students by asking them to read the picture graph correctly.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Read about more recycling art work procedures and idea using internet. Write your favourite ideas of recycling art procedure in your notebook. Try to perform your favourite recycling art procedure at home as well.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: Art Competition

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 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'.

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 78. 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 throw 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name: Art Competition

Topic: homophones

Date:

Objective(s):

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

Locate, identify, differentiate between, and use some simple pairs of words including homophones.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78, 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 a sentence on the board: "We won one match." Pronounce the word correctly three to four time. Focus on pronouncing 'won' 'one' properly. Tell students that 'won' and 'one' sounds same. Tell them that 'won' and 'one' sounds same but have different meanings and spellings. Write few similar example on board such as; sale/sail, mail/male, waist/waste, wait/weight etc.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going learn about homophones. Tell students that homophones are words that sound the same but have different meanings and spellings. Ask students to open their textbooks at page 78. Read statement (ii) from the 'Vocabulary' section.

Read the given examples aloud with correct pronunciations. Ask students to read after you as well. Ask students to notice that how homophones sound same but have different spellings and meanings.

Read the statement (ii) and ask students to look at the given picture carefully. Tell them that these pictures are cues to complete the pair of homophones. Such as pair-pear, flour-flower etc. encourage students to guess the correct homophones using pictures. Write the correct answers on board as well. Encourage students to write the answers in neat hand writing on given space. Read statement (iv) aloud. Ask students to guess the meanings of the given homophones. Encourage them to use these homophones in sentences of their own. Appreciate them for their correct sentences by clapping for them to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Make pairs of students and ask them to practise pronouncing the homophone with each other.

Homework:

(2 min)

Write the sentences using homophones in notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Read the following sentences and underline the correct word.

- Are the (male, mail) members at home?
- I have (one, won) the match.
- Nice to (meat, meet) you.
- Have you read the (tail, tale) of the famous farmers?
- The post man put my (mail, male) in the box.
- (Deer, Dear) Ali.
- Let's (by, buy) an ice-cream.
- There are seven days in a (weak, week).
- My mother has a (sun, son) and a daughter.
- (There, there) are twelve months in a year.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: Art Competition

Topic: use of may/may not

Date: _____

Objective(s):

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

Identify and use may/may not for seeking or giving permission and prohibition.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 79

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'.

Tell students that we are going to perform a fun activity. Ask a student to come in front of the class. Ask him/her to say 'Can I have your pencil?'. Respond to him/her 'yes! You may.' Tell students that it means you aloud him/her to have your pencil. Now call another student to come in front of the class. Encourage students to ask 'can I have your book?'. Respond to him/her 'No! you may not'. Use different examples for demonstration. Encourage them all for their correct responses by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going learn about use of 'May' and 'May not'. Tell students that 'May' is used to ask or give permission. Tell them that 'May not' is used to deny the permission. Ask students to open their textbooks at page 79. Read statement (i) from the 'Grammar' section. Read the given dialogue one by one with correct pronunciations. Ask students to notice the use of 'May' and 'May not' in the given dialogues. Make pair of students and ask them to practice the given dialogues with each other by taking turns.

Read statement (ii) from the 'Grammar' section. Encourage students to share some sentences using 'may' or 'may not'. Appreciate them for their correct sentences. Write the sentences on board and encourage them to write these sentences on their notebooks. Ask them to write these sentences using neat hand writing. Appreciate them all for their good work to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to say a sentence using 'may' or 'may not' aloud with fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Unit Name: Art Competition

Topic: position words

Date:

Objective(s):

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

Illustrate the use of words showing positions learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79-80

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'.

Tell students that today we are going to play a fun activity. Ask students at random to tell what are position words. Note their answers. Ask them to share examples of position words. Write the position words on board and ask students to use these position words in sentences of their own. Appreciate them all for their correct answers.

Main Activities/Concept Building:

(28 min)

Tell students that today they are going to learn about position words. Tell them that position words describe the position of the pronoun. Write some position words on board and ask student to use them in sentences of their own.

Ask students to open their textbooks at page 79. Read statement (iii) from the 'Grammar' section. Ask students to look at the given picture carefully. Encourage students to observe the picture carefully before guessing the answers. Appreciate them all for their correct answers. Tell students that we are going to perform a fun activity. Bring a box dice and paste/write position words on all sides. Bring a basket and a ball as well. Now call a student at random to roll the dice and follow the position of dice to place the ball. Such as if dice rolls on 'inside', ask student to put the ball inside the basket. Appreciate students for their correct responses. Make sure to involve all students in activity.



Sum Up:

(2 min)

Summarise the key concept of pronouns with your students.

Assessment:

(5 min)

Write few position words on board and ask students to use them sentences of their own

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Unit Name: Art Competition

Topic: sub-verb agreement

Date:

Objective(s):

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

Demonstrate the use of subject-verb agreement according to person and number.

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 'Verb' on the board. Ask student at random to tell what is a verb? Note the response. Ask students at random to share some verbs with you. Write them on the board. Nor ask students at random to perform some actions according to the verbs written on board. Write 'subject' on board and ask students if they know what is a subject in a sentence. Tell them that subject is the doer of any action. Ask a student to come in front of the class and ask him/her to brush her hair. Write '_____ is brushing his/her hair' on board and ask students to read it. Underline the name in the sentence and tell students that _____ is the subject as he/she performs the action. Appreciate all students for their active participation.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about subject-verb agreement. Tell students that the verb in a sentence must agree with its subject in number. The pronoun 'you' always takes plural verb. Tell students that subject is the person who performs the action and object is something or someone on which the action is done. In sentences, the subject must agree with the verb. Ask students to open their textbooks at page 80. Read statement (iv) from the 'Grammar' section. Read the given example of subject-verb agreement aloud. Write the example on board and explain to students the difference in singular and plural subjects. Tell students that

Pronoun 'I' agrees with 'am', pronoun 'he /she / it' agrees with 'is' as both pronoun and helping verbs are singular. Pronoun 'you / we /they' agrees with 'are' as both pronoun and helping verb is plural. Write few sentences on the board and ask students to guess the subject in the given sentences. Read statement (v) from the 'Grammar' section. Ask students to guess the correct verbs for each give sentence. Ask students to find the subject in the given sentences and choose the correct verb according to the subject. Appreciate them for their correct answers. Praise them all by clapping for them to boost their confidence. Give worksheet to students and ask them to complete it correctly. Appreciate students who completes the worksheet independently.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Write few sentences on board with wrong subject-verb agreement and ask students to correct the sentences. Appreciate them for their correct answers. Ask students to think and share some more formulaic expressions to ask permission.

Homework:

(0 min)

N/A

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Read the following sentences and write the correct option.

- I _____ (are, am) happy
- Rice _____ (taste, tastes) good with chicken.
- He _____ (are, is) wearing a blue shirt.
- Rashid _____ (plays, play) tennis.
- You _____ (has, have) a nice smile.
- Tania _____ (use, uses) a spoon to eat.
- I _____ (was, were) happy yesterday.
- He _____ (are, was) wearing a blue shirt last night.
- Rashid _____ (plays, played) tennis this morning.
- We _____ (was, were) late for the school yesterday.
- The students _____ (studied, studies) before the test yesterday.
- You _____ (was, were) on time in the meeting.
- It _____ (rain, rained) this morning.
- Saba _____ (was, were) having a good time until she lost the game.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: Art Competition

Topic: paragraph writing

Date: _____

Objective(s):

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

Complete a simple paragraph using the given words, phrases, and sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 81, empty tissue rolls, paint, chart paper, glue

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 like to draw? What do they like to draw? Ask them if they like to colour? Ask them to tell what is their favourite colour. Ask students at random to share what is their favourite recycling project. Ask them to share the reason of their likeness a well. Praise them for their active participation in classroom discussion.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to fill in the blanks and complete a paragraph. Ask students to open their textbooks at page 81. Read statement (i) from 'Guided Writing' section aloud. Ask students to read the given paragraph carefully. Ask them to fill in the paragraph using the word bank. Ask them to fill in the blanks in neat hand writing. Appreciate students for their correct answers.

Make three to four teams of students. Bring some empty tissue rolls in the class. Ask teams to decorate the tissue roll using paint etc. Ask students to join all the tissue rolls together using gum/glue. Attach chart paper under the tissue rolls. Put some pencils in it and tell students that our pencil and pen holder is ready. Appreciate them all for participating in the activity.



Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking random to tell what have they made using the old material.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 6

Unit Name: Art Competition

Topic: procedure

Date:

Objective(s):

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

- Explaining a process or procedure
- Revise written work for layout, legibility, and punctuation.

Resource Material:

Chalk/Marker, board, Textbook page 81, sock puppet, (suitable material to make a sock puppet)

Teaching & Learning Activities:

Opening Activities/Warm-up:

(3 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 have a lot of fun. Bring a sock puppet in the class and it to students. pretend and act as if puppet is taking. Tell students that this is miss/mister Muppet. He/she reads in grade three. Now act as if puppet is talking. Ask difference question to students pretending the puppet talking to students. Make sure that all students initiate conversation with mister/miss Muppet.



Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn how to make a sock puppet. Ask students to open their textbooks at page 81. Read statement (ii) from the 'Writing' section aloud. Ask students to share some ideas to make a sock puppet. Appreciate them for their answers. Tell students that we can make a sock puppet by following a procedure. Tell students that we need;

- old sock
- fur/thread for hair
- Googly eyes
- Fleece/felt fabric to make mouth
- Buttons
- Small piece of card stock or cardboard
- Craft glue or glue gun and glue sticks
- Scissors



Tell students that we begin by making the mouth for puppet. We cut an oval of felt/ fleece that is about the same size as the sole of an old sock. Then, we paste the fleece/felt on sole of the sock to create mouth. Then, we need to paste eyes on our puppet. We can cut different threads or fur to make the hair of sock puppet and paste it on the puppet. Then, we can use a button to make the nose by pasting it on the sock. Ask students to sit in a circle. use the material to make a sock puppet. Make sure to involve all students in the procedure of making the sock puppet. After completion, put the sock puppet on your hand and act to play with students. Appreciate all students for their active participation in making sock puppet.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share the things needed to make sock puppet.

Homework:

(2 min)

Write the procedure of making a sock puppet in your notebook. Make sure to list the material as well.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: Art Competition

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 81

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 you really enjoy painting and colouring. You like using paints and colours to draw different objects. Tell students that you like to draw natural sceneries. Now ask a student at random to tell what is his/her favourite art activity. Note their response. Ask another student at random to tell if they like making paper crafts? What art activity they like the most. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to do some creative writing. Write the topic 'Favourite Art Activity' 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 81. Read statement from the 'Creative Writing' section. Ask students to tell their favourite art activity. Note their responses. Ask them to tell the reason of their likeness. Encourage students to write a short paragraph on their favourite art activity. 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. 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)

Assess your students to share some fun ideas to make interesting art projects using old materials.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: All About Sports

Topic: Reading

Date:

Objective(s):

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

- Use pre reading strategies to: Predict some words that might occur in a text by looking at a picture/title.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to skim through common graphical features such as pictures and tables in texts to increase understanding.
- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82-83

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'.

Tell students that we are going to play a fun activity. Make them sit in a circle. Now ask a random student to tell what game/sport they like the most? Note the response. Now ask another student at random to share his/her favourite game/sport. Ask them who will they like to play with? Ask them if they like to play games with parents. Note their responses. Make sure to involve all the students in the conversation.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to start the new unit 'All About Sports.' Tell students that today they are going to learn about games and sports. Tell them that sports and games are very healthy for our body and health. Ask students to open their textbooks at page 82. Ask them to look at the pictures and tell the names of different games/sport. Appreciate them for their correct answers by clapping to boost their confidence.

Ask them to tell what is their favourite sport and why? Note their responses. Ask students at random to share the reason of their likeness. Note their responses. Ask them to share their thoughts with fellow students about games/sports. Ask students at random to tell why we should play sports? What is the benefit of playing sports? Note their responses. Tell students that sports and games keep us active and healthy. Our body maintains the good health is we keep it indulged in some physical activity. Games are also related to exercise as whole body is involved in movement while playing any kind of game. Physical activity keeps the blood flow moderate and oxygen levels high in body. Games and sports keeps our bones and muscles strong and healthy. It keeps our brain active and improves our concentration too.

Activity:1 Ask students to open their textbooks at page 83. Ask student to read the story carefully. Ask them to read the story with correct pronunciation and intonation. Explain the meanings of difficult words as well if needed. Ask students at random to tell how many boys are playing in the picture? Ask them to tell what are the boys playing? Note their responses. Appreciate them all for their correct answers. Discuss the sportsmanship and safety measures while playing any kind of sports. Discuss some safety rules with students as well. Tell them that we should always take bath after playing game. Encourage them all for active participation in class.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students to share some information about safety measures for sports and games with fellow students.

Homework:

(2 min)

Read the story at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name: All About Sports

Topic: syllables

Date:

Objective(s):

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

Recognize, demarcate and pronounce three and four syllable words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 84, 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'.

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 to do an activity about syllables. Tell students that words containing a single vowel sound are called one-syllable words. Tell students that words containing more than one vowel sound are called multi-syllable words. Ask students to open their textbooks at page 84. 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, three or four 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Write 'one', 'two' and 'three' syllable words in each column.

One-syllable word	Two-syllable word	Three-syllable word	Four-syllable word

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: All About Sports

Topic: likes/dislikes

Date:

Objective(s):

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

Express likes and dislikes.

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'.

Make pairs of students. Ask each pair to introduce themselves to each other and also talk about their families in a few sentences. Ask them to share the number of siblings and family members they have to initiate conversation. Now, ask a student to tell 'what do you like the most about your mother?'. Note the response. Now ask another student at random to tell 'What do you like the most about your siblings?' Encourage students to share their thoughts and likeness. Appreciate students for their active involvement in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read about how to express our likes and dislikes. Ask students to open their textbooks at page 84. Read statement from the 'Listening and Speaking' section. Ask students to practise the given dialogue to understand the expressions of likeness and dis-likeness.

Write few questions related to likes/dislikes of a person on the board. Make pairs of students. ask them to use these question to know about the likes and dislikes of their partners. Question could be;

- What do you like to do in your free time?
- What foods do you dislike?
- What kind of games do you like?
- What chores do you dislike?
- What kind of books do you like?
- What kind of weather do you dislike?
- What do you like to drink?
- What colors do you like?

Appreciate students for their active participation in activity.

Sum Up:

(3 min)

Summarise the key concepts with students.

Assessment:

(5 min)

Ask students to express their likes or dislike about the unit 'All About Sports'.

Homework:

(2 min)

Practice the given dialogue at home with family members.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: All About Sports

Topic: comprehension

Date:

Objective(s):

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

Use critical thinking to respond to the text (post reading): Apply world knowledge and own opinion to the text read.

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'.

Recall the unit 'All About Sports' 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 'All About Sports' with their fellow students by taking turns. Ask students at random to share what games and sports they like the most. 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 84. 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: All About Sports

Topic: dictionary

Date:

Objective(s):

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

- Familiarize themselves with a dictionary in preparation for its use.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 85, alphabet cards, 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'.

Tell students that we are going to play a fun game today. bring some big size letter cards in the class and place them on the board at some distance from each other. Now, ask students to assemble under the letter card which has first letter of their name. Tell students that they have only one minute for this. Tell students that only those students will gather whose names start with the letter written on letter cards.

Ask the students under each card to quickly tell their first name to rest of the students.

Ask other students the class to checks that students are standing under the right card. Now ask students, 'Can you point where are the students whose names starts with letter ____?' appreciate them for their correct finding of the students with the help of letter card. Praise them all for their participation in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going learn about the usage of dictionary. Tell students that a dictionary is a book which lists words in alphabetical order. It also gives their meanings. Ask students to open their textbooks at page 85. Read the statement (ii) of 'Comprehension' Section aloud. Ask students to carefully look at the given explanation about how to use a dictionary. Tell students that word is arranged in alphabetical order in a dictionary. We can find the words following the alphabetical orders. Tell students that pronunciation of words is also mentioned in the dictionary along with the word. Tell students that meaning of words is also mentioned in dictionaries that is why we usually use a dictionary. Bring a dictionary in the class.

Make sure to show the students that how words are arranged in alphabetical order in the dictionary. Also point the pronunciation, meaning of the word. Show and tell the students that where they can find that what kind of part of speech a word belongs to. Make sure that all students can understand that how can we use a dictionary. Read the statement (ii) of 'Comprehension' Section aloud. Ask students to look at the given picture and label the parts of dictionary. Ask them to complete their work in neat hand writing. Bring worksheets in the class and ask student to solve the worksheet in neat hand writing.

Ask students to open their textbooks at page 85. Read 'Time to Think' statement. Ask students at random to share with fellow students about their favourite sportsman. Ask them to share the reason of their likeness as well. Ask student at random to share the names of some famous sportsman they know.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Assess your students by asking random questions about dictionary usage.

Homework:

(2 min)

Read about your favourite sportsperson using internet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Choose three word from your lesson and write their meanings and parts of speech using a dictionary.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 6

Unit Name: All About Sports

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 85

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 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 85. 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: All About Sports

Topic: parts of speech

Date:

Objective(s):

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

Organize vocabulary items learnt in the class according to the selected organizing principles, such as arranging words in alphabetical order and parts of speech.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 86

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 'noun', 'verb', adjective', and 'preposition in columns on board. Now bring four ice cream sticks of different colours. Write 'noun', 'verb', adjective', and 'preposition' on ice cream stick as well. Flip the sticks and put them on table. Ask a student at random to pick any stick and read what is written on it. Ask him/her to share an example of the part of speech written on the stick they choose. Write their shared example on board in correct columns. Repeat the process with other students a well.



Appreciate them all for their correct answers.

Main Activities/Concept Building:

(25 min)

Tell students that today we re going o learn about parts of speech. Ask them to open their textbooks at page 86. Read statement (ii) from the 'Vocabulary' section. Tell students that words belong to different categories called parts of speech. Ask students to read the given examples carefully. Tell students that noun, verb, adjective and preposition are parts of speech. Ask students at random to tell what a noun, verb, adjective and preposition is. Appreciate them for their correct answers. Make four columns on the board and label them accordingly. As students to share some examples according to the parts of speech. Write the example in correct columns. Appreciate them all for their correct examples according to parts of speech.

Tell students that words in a dictionary or glossary are arranged in alphabetical order. Read statement (iii) from the 'Vocabulary' section. Ask students to observe the given words are arranged in alphabetical order. Read statement (iv) aloud. Tells students that they are going to arrange the words given in word bank in alphabetical order in the given table. Encourage them to complete their work on their own. Now, ask students to write the correct part of speech for each given word. Help them if need be. Appreciate students for doing their work correctly.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking them to use the word given in word bank in sentences of their own.

Homework:

(2 min)

Write three examples of 'noun', 'verb', adjective', and 'preposition' in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: All About Sports

Topic: possessive pronoun

Date:

Objective(s):

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

Show possession by using the pronouns mine, yours, his, hers, its, ours, theirs after the nouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 86

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 concept of pronouns. Students to share some pronouns. Pick a pencil and ask a student at random 'Is this mine or yours? Note the response. Ask the same question with other students. now encourage a random student to take our any object from their bag such as; book. Ask the student, whose book is this? Encourage student to respond; 'this book is mine'. Write 'mine' and 'yours' on board. Tell students that 'mine/ yours' are pronouns. Repeat the process with other students a well.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about possessive pronouns today. Tell students that some words are used to show possession, for example mine, your, his, hers, its, our, theirs. Ask them to open their textbooks at page 86. Read statement (i) from the 'Grammar' section. Tell students that pronouns can show the possession. Hold your book high in air and say, this book is mine. His pen is also mine. Encourage student to read the example aloud with correct pronunciation. Ask them to notice the use of possessive pronouns.

Read statement (ii) from the 'Grammar' section. Write possessive pronouns on board. Ask students at random to share an example using the possessive pronouns. Appreciate them for their answers. Write the correct sentences on board. Ask student to write five sentences using possessive pronouns in their notebooks. Ask them to complete their work in neat hand writing. Ask them to write sentences using correct spellings.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Make pair of students. Ask students to share possessive pronouns with their fellow.

Homework:

(2 min)

Write five sentences in your notebook using possessive pronouns.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

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

Unit Name: All About Sports

Topic: tenses

Date:

Objective(s):

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

Recognize that action takes place in time (present, past or future). Tense indicates time of action.

Resource Material:

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

Ask a student at random; What you ate in breakfast? Note the response. Ask another student to tell when he reached school? Note the response as well. Now ask students what they will do after reaching home. Encourage them to share their routine. Ask a student at random to tell does he/she like to colour and paint. Make three groups of students. Ask group one to tell what they will do after going home? Ask group two, at what time they slept yesterday? And ask group three to tell what they like to eat? Appreciate them for their Responses.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about tenses today. Tell students that tenses help us to recognise the time and state we are talking about. Ask them to open their textbooks at page 87. Read statement (iii) from the 'Grammar' section. Read the given sentences and ask students to notice the highlighted words. Write the sentence structure of simple present, simple past, simple future tense on board and ask students to learn the structure carefully. Tell student the difference between present, past and future tenses using multiple examples. Revise few forms of verbs to demonstrate the difference in verb forms.

Read statement (iv) from the 'Grammar' section. Read the given examples aloud. Ask students to write 'present', 'past', or 'future' tense in the given blanks for each given sentence. Encourage them to write the correct answers on their own. Appreciate them all for their good work. Bring worksheets in the class and ask students to complete the worksheets in neat hand writing.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share a sentences using present, past or future tense.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks using correct tense.

<u>Simple Present Tense</u>	<u>Simple Past Tense</u>	<u>Simple Future Tense</u>
we _____ to the zoo.	We _____ to the zoo.	We will go to the zoo.
I eat a cookie.	I _____ a cookie.	I _____ eat a cookie.
He _____ a bicycle.	He rode a bicycle.	He will ride a bicycle.
We play a game	We _____ a game.	We _____ play a game.
The friends _____ together.	The friends sat together.	The friends _____ sit together.
The cat runs quickly.	The cat _____ quickly.	The cat _____ quickly.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: All About Sports

Topic: position words

Date:

Objective(s):

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

Recognise and use words e.g. *with, in, over, at, from, into and out of*.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 87, 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'.

Call a student and tell him/her to sit on a chair. Call another student and tell him/her to sit under the table/desk. Call another student and ask him/her to place the pencil in the geometry box. Ask the students to repeat the actions saying, on the chair, under the table/ desk, in the box three to four times. Appreciate them for their active participation in class activity by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about position words today. Tell them that some words are used to show positions, movement, direction, place, etc. of noun. These are called prepositions. Ask them to open their textbooks at page 87. Read statement (v) from the 'Grammar' section. Read the given example aloud. Ask students to notice the use of highlighted words. Write the highlighted preposition on board. Ask students at random to share a sentence using the prepositions. Make sure to involve all students in the activity. Give students that worksheet and ask them to complete the worksheet in neat handwriting.

Sum Up:

(3 min)

Summarise the key concepts of consonant clusters with your students.

Assessment:

(5 min)

Make pair of students. Ask each pair to share prepositions with each other and also share some examples using the classroom objects with each other.

Homework:

(2 min)

Write sentences using prepositions in your notebook. (Activity vi)

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Answer the following questions with the help of given picture.



- The clock is _____ the wall.
- The ball is _____ the table.
- The carpet is _____ the floor.
- The lamp is _____ the table.
- The flowers are _____ vase.
- The book is _____ the table.
- The cushion is _____ the sofa.
- The cat is _____ the sofa.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Unit Name: All About Sports

Topic: picture discription

Date:

Objective(s):

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

Narrating an activity from immediate surroundings.

Resource Material:

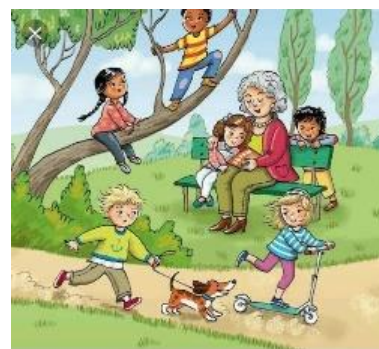
Chalk/Marker, White/Blackboard, Textbook page 88, picture chart

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 picture chart and place it on the board. Ask students to look at the given picture carefully. Sk student t random to come in front of the class and explain the picture in his/her own words. Appreciate him/her for correct description of the picture. Ask another student at random as well. Make sure to involve all students in the activity of describing the picture. 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 a paragraph with the help of a picture and word bank. Ask students at random to tell if they like playing cricket? If they have ever seen any cricket match? Ask them to tell what they like most about the game of cricket. Ask them to open their textbooks at page 88. Read statement (i) from the 'Writing' section. Ask students to look to them given picture carefully. Red the word bank aloud. Now, ask students to write a paragraph with the help of picture and word bank. Ask students to write the paragraph in neat hand writing. Ask students to do their work with correct spelling. Take rounds of class while students complete their work. Encourage students to complete their work on their own. Appreciate 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 to read their paragraphs aloud to fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: All About Sports

Topic: question words

Date:

Objective(s):

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

Recognize the function of different question words to write short answers.

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 to sit in a circle. Ask students at random some questions about their favourite games. Ask them to tell if they play some games every day? Ask them to share who is their favourite player? Ask them to share if they like to play board games with family members a well? Note their responses. Appreciate them all for their correct responses and active involvement in classroom discussion.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to answer some questions with the help of a paragraph. Tell students that we use question words to write and make different questions. Write different questions on board using question words such as;

- Who are you?
- Whose book is that?
- What is your name?
- How are you feeling today?
- Did you complete your work?
- Why are you standing here? Etc.

Ask students to open their textbooks at page 88. Read the statement (ii) or 'Writing' section and read the paragraph aloud. Ask random students to read the paragraph three to four times. Now read the questions one by one and encourage students to answer the questions with the help of paragraph. Note their answers. Appreciate students for their correct answers by clapping for them.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking random questions.

Homework:

(2 min)

Write the answers of the question in notebook in neat hand writing.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 6

Unit Name: All About Sports

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 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 a random student to come in front of the class. Ask him/her to share his favourite memory of a sports day at school. Appreciate him/her for their response. Ask other students one by one to share the memorable moments of their sports day as well. Appreciate them all for their active participation in the discussion.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to do some creative writing. Write the topic 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 88. Read statement from the 'Creative Writing' section.

Ask students to write a paragraph about the recent sports day at their school. 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)

Assess your students by asking them to share what games they enjoy the most on sports day at school.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 7

Unit Name: The Rooks

Topic: Reading

Date:

Objective(s):

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

- Use pre reading strategies to: Predict some words that might occur in a text by looking at a picture/title.
- Recite poems with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89-90

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

Ask students to sit in a circle. Ask students at random to tell how would they feel if they have to stay for a while at a place that stinks? Note the response. Ask another student to tell if they find their school bag is dirty? What would they do? Ask another student that if they keep their shoe and socks neat and clean. Make sure to involve all students in the discussion. Appreciate them all for their answers to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read the unit "The Rooks". Tell them that this informative unit is about the importance of cleanliness. Ask students to open their textbooks at page 89.

Ask students to look at the given picture carefully and tell what they find wrong in this picture. Note their responses. Tell students that we should keep our surroundings neat and clean. Tell students that cleanliness is appreciated in Islam.

Our Prophet (PBUH) always appreciated the habit of cleanliness. We cannot live in dirt and heaps of wastage. Tell students just our homes, we should take care of our surroundings as well.

Ask students at random to tell how can we keep our Earth clean and tidy? Ask them to share ideas to keep everything neat. Relate cleanliness with joy or pleasure. Tell them that cleanliness also a way to celebrate the joys of world. Note their responses. Appreciate them for their suggestions by clapping.

Ask students to open their textbooks at page 90. Model reading the poem with correct pronunciation and intonation. Encourage them to recite the poem themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Encourage them to read correctly. Help them if they need it. Tell the name of a poet to them again and ask them to repeat after you. Tell them that the poems help us celebrate the joy and wonder of their world.

Sum Up:

(3 min)

Summarise the key concept of cleanliness with students.

Assessment:

(5 min)

Ask students at random to tell what will happen if we will not clean our surroundings. Note their responses.

Homework:

(2 min)

Read the poem at home with correct pronunciation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: The Rooks

Topic: contractions

Date:

Objective(s):

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

Recognize and Pronounce the weak form of do and *have* in contractions.

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

Write 'do not' on board. Write few sentences on board using 'do not/don't'. for example;

- Do not worry about me.
- Don't forget your manners.
- Why don't you work hard?
- Why don't you believe me?
- Do not open the door.

Tell students to guess is there any difference in 'do not' or 'don't' as the meanings of both words are same. Note their responses. Appreciate students for correct responses by clapping.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about weak forms of 'Do' and 'Have' today. Tell students that short forms of words are made by omitting some letters and adding an apostrophe. These are called contractions. Contractions are pronounced as weak forms in spoken English. Weak forms are syllable sounds that become unstressed in speech. Ask students to open their textbooks at page 90. Read the statement (i) from 'Oral Communication' section. Read the given contractions with correct pronunciation and intonation aloud. Write the examples one by one on board and demonstrate how the contractions are made by omitting the letter and adding an apostrophe. Repeat the pronunciation of these contractions for better understanding of students. Read the statement (ii) from 'Oral Communication' section. Encourage students to write sentences using the contraction given in the textbook. Encourage them to write sentences in neat hand writing with correct spellings. Appreciate students with correct sentence.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students at random to come and write the contraction of your choice on board. Appreciate him/her for correct answers.

Homework:

(2 min)

Learn the contractions and their pronunciation at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: The Rooks

Topic: needs/feelings

Date:

Objective(s):

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

Express needs and feelings.

Resource Material:

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

Make pairs of students. Ask them how are they feeling today? Note their responses. Tell students about your feelings as well. Write few questions on board about 'need'. For example;

- Do you need a pencil?
- Do you need to drink some water?
- I need a pencil?
- Why you need to stand up again?

Ask random students to answer these questions one by one. Appreciate them for correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read a dialogue some formulaic expressions about how to express needs and feelings. Ask students to open their textbooks at page 91. Read statement from the 'Listening and Speaking practice' section. Ask them to practise the given dialogue to understand some basic formulaic expressions to express our needs, feelings or opinions. Tell students that we can use polite and appropriate word to express our needs and feelings as demonstrated in the dialogue. 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 express needs and feelings.

Homework:

(2 min)

Practice the given dialogue at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: The Rooks

Topic: comprehension

Date:

Objective(s):

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

Use critical thinking to respond to the text (post reading): Relate what is read to their own experiences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 92

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 other some ideas that how and we keep our country and surroundings clean. Make two groups of students. ask both groups to write ideas to keep our surroundings clean. The group with more suitable ideas win. Appreciate both groups for their suggestions and ideas.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn different questions related to the unit 'The Rooks'. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 92. 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Unit Name: The Rooks

Topic: brainstorming

Date: _____

Objective(s):

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

- Identify and utilize effective study skills e.g. brainstorming for ideas.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 92-93

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're doing. Encourage them to say, 'Alhamdulillah'. Ask students to sit in a circle. Tell students that we are going to make some rules for the cleanliness of our classroom. We are going to write suggestions to our classroom clean and neat. Ask students at random to share their idea to keep the class clean and write the ideas on board. Ask student to read the rules and suggestions aloud three to four times.

Some suggestions and rules could be;

- No one should litter the room.
- Use the bin to throw food and wrappers.
- While sharpening pencils, make sure to put the chipped parts in the bin.
- If somebody drops waste paper by mistake, you pick it up and put it in the bin.
- Keep your books neatly in the desk.
- Take care of your own books so that they look neat.
- When one teacher leaves the writing on the blackboard, wipe it clean before the next teacher walks in.
- Never stand on the chairs and tables because it leaves the marks of footprint on them.
- Every child must make an effort to maintain clean habits.

Appreciate all students for active participation in the activity by clapping for them.

Main Activities/Concept Building:

(28 min)

Tell students that today they are going to brainstorm some ideas. Tell students that brainstorming is a way of thinking to create new ideas. Ask students to open their textbooks at page 92. Read question (ii) from the 'Comprehension Time' section aloud. Read the given idea for importance of a clean environment. Draw a mind map on board and ask students to share their thoughts that why is it important to have a clean environment. Write those ideas in the mid map to demonstrate how brainstorming helps us to gather ideas. Read question (iii) from the 'Comprehension Time' section aloud. Ask student to open their notebooks and create mind map to brainstorm ideas about how to keep our environment clean. Encourage students to complete their work on their own. Help them if need be. Ask them to complete their work in net hand writing.

Ask students to open their textbooks at page 92. Ask them to share some ways we can adapt and use in order to save our environment. Appreciate students for their correct answers by clapping for them.

Sum Up:

(2 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Make pair of students and ask them to share their ideas of making environment safe with each other.

Homework:

(2 min)

Use internet to learn about different ides to save environment and write three suggestions in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: The Rooks

Topic: vocabulary/glossary

Date:

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use.

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'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:

(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.

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.

Read statement (ii) from the 'Vocabulary' section. Tell students that a glossary is a list of word arranged in alphabetical order. Read the given glossary in the textbook. Ask students to read the given word and their meanings in the glossary. Sk student to notice the alphabetical order of given words in a glossary.

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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**
Unit Name: The Rooks **Topic: possessive words** **Date: _____**

Objective(s):

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

- Recognise and use words my, your, his, her, its, our, their before nouns to show possession.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 93-94

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 remember what 'possessive word' are? Recall the words of possessive word with students. Write few possessive words on board. Make pair of students. Ask each pair to use the possessive words in sentences of their own. Ask each pair one by one to share their sentences with fellow students. Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn about possessive words. Tell student that possessive words are used to show ownership. 'My', 'your', 'his', 'her', 'its', 'our', 'ours', 'theirs' are possessive words.

Ask students to open their textbooks at page 93. Read statement (i) from the 'Grammar' section aloud.

Read the given example one by one. Ask student to notice the use of highlighted words. Read statement (ii) from the 'Grammar' on page 94 section aloud. Write the possessive words on board. Ask student at random to share sentences using any possessive word of their choice. Write sentences on board using the possessive pronouns. Now, ask student to write five sentences using possessive pronouns of their choice in their notebooks. Ask them to write sentences using the correct spellings. Ask students to complete their work in neat hand writing. 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 sentences using possessive words with their fellow students.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 7

Unit Name: The Rooks

Topic: joining words

Date: _____

Objective(s):

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

Recognize the function of joining words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Tell students that we are going to play a fun game. Ask students to name two favourite foods, colours, games, best friends etc. write these names on board in different columns.

Write the names of two colour using 'and' on board for example; red and blue, yellow and green etc. repeat the same process with names of favourite food, games and best friends. Ask students to read the names using 'and'. Appreciate students for their active participation.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to learn about joining words. Tell students that joining word are word that join word, phrases or sentences. Tell students that joining words are also called connectors. Ask students to open their textbooks at page 94. Read statement (iii) from the 'Grammar' section aloud. Read the given examples aloud. Ask students to notice the highlighted words. Write the joining words on board and ask students to use these examples in sentences of their own. Appreciate them for their correct sentences. Read statement (iv) from the 'Grammar' section aloud. Ask students to use the correct joining word to fill in the blanks. 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 at random to share more sentences using joining word. Appreciate them for correct responses.

Homework:

(2 min)

Write five sentences of your own using joining words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name: Keep Allah's Earth Tidy

Topic: present tense

Date:

Objective(s):

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

Identify structure of simple present tense for habitual actions and for timeless and universal statements.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95, 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 to share their daily routine with you and fellow students loud by taking turns. Ask them to share their habits. Tell them about some of your habits as well. Write few sentences on board using simple present tense such as; 'I drink milk daily. She eats her lunch with mother. He does not eat junk food.' Ask students to read the given sentences. Encourage student to share their habits and write them on board as well. Appreciate them for their active participation in classroom activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about simple present tense. Tell students that present tense indicated actions which happen in the present. Tell students that simple present tense is used to express regular or habitual actions and facts that don't change with time. Write the sentences structure for simple present tense on board. Explain to students the usage of do/does as well. Tell students that we use 'does' if the subject belongs to pronouns 'he/she/it.

Tell them that we use 'do' if the subject belongs to pronouns 'I, we, they, you'. Demonstrate the concepts by giving examples on board for better understanding of students. write few example on board such as;

Affirmative	Subject + -s/-es form of verb + object.
Negative	Subject + do/does not + base form of verb + object.
Interrogative	Do/Does + subject + base form of verb + object?

- Sara eats fruits. Children run in a park.
- Sara does not eat fruit. Children do not run in a park.
- Does Sara eat fruit? Do children run in a park?

Use different example to explain the concept thoroughly to students. Ask students to open their textbooks at page 95. Read the statement (v) in 'Grammar' section. Ask students to read the given examples one by one. Ask them to notice the use of helping verbs in simple present tense. Tell students that habitual actions, facts, universal statements etc. are all written in simple present tense. Read the examples one more time by focusing on usage of helping verbs one more time. Appreciate them all by clapping for them.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students at random to write the sentence structure of simple present tense on board. Ask other students at random share a sentence using simple present tense.

Homework:

(2 min)

Learn the sentence structure of simple present tense at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Unit Name: Recycling Art Competition

Topic: present tense

Date:

Objective(s):

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

Use the structure of simple present tense for habitual actions and for timeless and universal statements.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95, 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 we are going to play a fun activity. Make two groups of students. Write few sentences on board using simple present tense. Ask each group to guess/tell whether the sentence is affirmative, negative or interrogative. The group with more correct answers will win the game. Appreciate them all for their good efforts. Clap for them to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to revise the concept of simple present tense. Tell students that present tense indicated actions which happen in the present. Tell students that simple present tense is used to express regular or habitual actions and facts that don't change with time.

Revise the sentences structure for simple present tense on board. Revise the usage of do/does as well. Tell students that we use 'does' if the subject belongs to pronouns 'he/she/it'. Tell them that we use 'do' if the subject belongs to pronouns 'I, we, they, you'.

Use different example to explain the concept thoroughly to students. Ask students to open their textbooks at page 95. Read the statement (viii) in 'Grammar' section. Ask students to read the given examples one by one. Ask students to carefully observe the sentences. Ask students to guess whether a sentence shows a fact or a habitual action. Note their answers. Encourage them to write the correct answers in the given blanks in neat hand writing. Appreciate them all by clapping.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share his/her habitual action. Ask other student at random to share any universal statement. Appreciate them for correct answers.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with correct form of verb according to the structure of simple present tense.

I always _____ my friends. (help)

She _____ tea but not coffee. (like)

He _____ very hard for his examination. (work)

You _____ very little. Its not good for you. (eat)

They _____ the teacher's help. (need)

Rewrite the given sentences to make negative forms of simple present tense.

They go to school. (do not / does not)

She read books. (do not / does not)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Unit Name: Recycling Art Competition

Topic: exclamatory sentences

Date:

Objective(s):

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

Identify simple sentences that show strong feelings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95-96, 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 a big exclamation mark/sign (!) on board. Tell students that this is an exclamation mark.

Write few sentences using strong emotions such as; Wow! Oh! Stop! Etc. on board. Read the given words with correct pronunciation and intonation to show strong emotions and feelings.

Call students at random one by one and ask them to read the given expressions with correct pronunciations to show emotion. Appreciate them all for their active participation by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about exclamation marks today. Tell students that exclamatory sentences show feelings or excitement. Tell them that exclamatory sentences always end with an exclamation mark (!).

Ask students to open their textbooks at page 95. Read the statement (i) in 'Grammar' section. Ask students to read the given examples one by one. Ask them to notice the use of exclamation mark in each sentence. Read each sentence with correct pronunciation and intonation to show the strong emotions. Ask students to repeat after you as well.

Ask students to open their textbooks at page 95. Read the statement (ii) in 'Grammar' section. Ask students to read the given sentences carefully. Encourage them to tick the exclamatory sentences. Ask them to complete their work independently. Give worksheet to students. Ask them to complete the worksheet independently. Appreciate them all for their good work.

Sum Up:

(3 min)

Summarise the key concepts with students.

Assessment:

(5 min)

Ask students to share a sentence showing strong emotions.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Read the given sentences. Circle 'yes' if the sentence is exclamatory.

- Ouch! I hurt my knee. (Yes/ No)
- What time is it? (Yes/ No)
- I am so excited because today is my birthday! (Yes/ No)
- Good morning everyone! (Yes/ No)
- Does anyone know his name? (Yes/ No)
- Hurry! We are finally free. (Yes/ No)
- "Hey!" the man yelled, "please help me". (Yes/ No)
- I am sleepy. (Yes/ No)
- The airplane is going to land. (Yes/ No)
- I've just won the lottery! (Yes/ No)
- Aha! My key is on the floor. (Yes/ No)
- What`s a gorgeous car! (Yes/ No)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Unit Name: Recycling Art Competition

Topic: rhyming words

Date:

Objective(s):

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

Write a simple poem using a list of given rhyming words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 96, 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 a 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. Appreciate students for sharing the rhyming words used in the poem. Make sure to involve all students in the activity. Praise them all by clapping for them.



Main Activities/Concept Building:

(25 min)

Tell students 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 96. Read statement (i) from the 'Writing' section.

Read the given examples of rhyming words and ask students to read after you. Share some more examples of rhyming words with students. Now, encourage students to use the given rhyming words to write a poem of their own in their notebooks. Encourage them to be creative while writing the poem. Ask them to write the poem in neat hand writing. Ask them to do their work independently. Make sure that every student writes a poem using the given rhyming words. help them if need be. 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 read the poem they have written on their notebooks.

Homework:

(2 min)

Rewrite the poem in notebook in neat hand writing.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name: Recycling Art Competition

Topic: story completion

Date:

Objective(s):

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

Filling in words to change or complete a given story.

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

Ask students to sit in a circle. Write a topic 'Importance of Cleanliness' on the board. Ask students to tell what they can understand about the given topic. Ask them to share their thoughts and ideas about the given topic. Ask students to share some methods that can help us to keep our surroundings neat and clean. Note their responses. Appreciate them all for their active participation in the class. Clap for them to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to fill in the blanks to complete a paragraph. Ask students to open their textbooks at page 96. Read statement (ii) from the 'Writing' section aloud. Read the given word bank and ask students to read after you. Read the given paragraph 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 the complete paragraph aloud.

Homework:

(2 min)

Write three sentences about how can we save our planet from pollution.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 6

Unit Name: Recycling Art Competition

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 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'.

Write 'Recycling' in capital letters on board. Ask students at random to read it aloud. Ask student at random to share their ideas about the given topic. Tell students that it is very important for our planet that we reduce the trash and reuse the products in beneficial way. Tell students that recycling is very important and beneficial in order to save our planet from pollution. ask students at random to tell if they have ever recycled anything. Note their responses. Make sure to involve all students. Appreciate them for their 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 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 96. Read statement from the 'Creative Writing' section.

Ask students to share their thought about the importance of recycling. Make sure to involve all student in discussion. Ask them to write few sentences about why we should use recycled materials neatly in their notebooks. 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 recycling and share with fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 7**
Unit Name: My First Letter **Topic: Reading** **Date:**

Objective(s):

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

- Use pre reading strategies to: Predict some words that might occur in a text by looking at a picture/title.
- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific factual information to answer short questions based on the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97-99

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

Ask students to sit in a circle. Tell students that today they are going to discuss about different means of communication. Ask students at random to tell what do they understand by word 'communication'. Ask them to share how they communicate with their friends and relatives who lives in another city/country. Ask them to share if they have ever written a letter to their friends. Note their responses. Praise them by clapping to boost their confidence.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to read the unit 'My First Letter'. Ask students to open their textbooks at page 97. Ask students to look at the given pictures carefully and tell what they can understand by looking at these picture. Ask them to say the names of the given objects on page 97. Ask them to tell if they have ever used these things. Note their response. Ask students to tell which object they have used the most in daily routine. Note their responses. Appreciate them all for their correct answers.

Ask students to open their textbooks at page 98. Read the title of the unit aloud. Ask students at random to read the unit with correct pronunciation and intonation. Ask students to read after you as well.

Ask students at random to tell who became Hira's best friend in Islamabad? Note their responses.

Appreciate them for giving correct answers. Make sure that students respond correctly. Read the rest of the letter aloud as well. Appreciate all students to read the letter correctly with you.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students at random to explain the unit they have read. Note their responses.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Unit Name: My First Letter

Topic: stress/intonation

Date:

Objective(s):

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

Recognize 'stress' and 'intonation' patterns and differentiate among them as used in statements and questions.

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

Ask students to sit in a circle. Write two sentences on board.

- Yay! We won the match.
- Oh No! I lost my cat.

Read the sentences with wrong intonation showing opposite emotions. (say Yay! We won the match in sad tone). (say Oh No! I lost my cat in happy tone). Ask student to guess if there is something wrong with your voice and pronunciation. If there is something wrong how you are feeling about these incidents. Note their responses. Appreciate them if they guessed wrong intonation pattern. Praise them by clapping to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about intonation. Tell students that intonation is how we say things, rather than what we say. It describes how the voice rises and falls in speech. The voice falls in a statement and rises in a question. Ask students to open their textbooks at page 99. Read statement (i) from 'Phonics' practice. Model reading the given sentences with correct pronunciation and by using rising and falling intonation. Ask them to listen to it carefully and repeat it after you 3-4 times. Encourage students to read the examples themselves using correct intonation patterns. Instruct them to read correctly if needed. Read statement (ii) from 'Phonics' practice. Ask students to read the sentences carefully. Ask them to arrows to show rising or falling intonation tone for each given sentence. Appreciate them for correct answer.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Write some sentences/questions on board. Ask students at random to read these sentences using correct intonation. Appreciate them for correct answers.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Unit Name: My First Letter

Topic: express joy

Date:

Objective(s):

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

Express joy.

Resource Material:

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

Enter the class and greet students. Encourage them to reply you in proper way. Tell students that today, you are very happy. You have received some good news and now feeling happy and blessed.

Ask student at random to share some incidents which made them feel very happy and joyous. Note their responses. Encourage students to share what makes them feel happy. Note their responses. Make sure to involve all students in conversation. appreciate them by clapping to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read a dialogue about expressing joy. Ask students to open their textbooks at page 100. Read statement from the 'Listening and Speaking Practice' section. Ask them to practise the given dialogue to understand the manners and patterns to express our joy. Tell students that we use different routine social courtesies in our conversation to communicate our emotions to some person. Tell them that we should express our feelings to others properly. 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:

(2 min)

Practice the given dialogue at home with parents/siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 3

Unit Name: My First Letter

Topic: comprehension

Date:

Objective(s):

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

- Use critical thinking to respond to the text (post reading): Express understanding of story through pantomime.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: personal response.

Resource Material:

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

Recall the unit 'My First Letter' 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 'My First Letter' with their fellow students by taking turns. Ask students at random to tell if they have a chance, who would they like to write a letter to? Note their responses. Make sure to involve all students in the conversation.

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 100. Read the statement (i) from comprehension section. 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.

Read the statement (ii) from comprehension section. Tell students that personal response questions are those questions in which we provide our own opinion about text. Read the statements of personal response question one by one. Ask students to answer the questions properly. Appreciate them for their correct answers.

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)

Write answers of statement (ii) 'Comprehension' section in notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 4

Unit Name: My First Letter

Topic: calender

Date:

Objective(s):

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

- Locate specific information in a calendar (month of the year) or a class timetable (subject and period) by reading across and down.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101, calendar

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 calendar in the class. Show the calendar to students. Make pairs of students. Ask them to answer your questions by reading the calendar carefully. Ask random questions about locating day, date, month etc. Appreciate them all for their active participation in activity. Praise them by clapping.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about calendars. Tell them that we can locate date, day, month etc. on a calendars. Calendars are very helpful for us. Ask students to open textbook page 101. Read statement (iii) from 'comprehension' section. Ask students to read the given picture of calendar carefully. Ask them to read the questions related to calendar. Encourage them to count that how many Fridays are there in the given picture of month of February. Ask them to circle the Kashmir Day on the given picture of calendar. Appreciate them all for their correct response.

Read the statement for 'Time to Think' section. Ask students to share some means of communication. Encourage them to hare as many means of communication as they could remember. Ask them how many mean of communication they have used themselves. Ask students that how these means of communication help us. Note their responses.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Show them the calendar for month of January and ask how many Saturdays are there. Appreciate them for correct answer.

Homework:

(2 min)

With the help of internet, write about means of communication and their uses in notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Unit Name: My First Letter

Topic: vocabulary/dictation

Date:

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell some words studied in class both orally and in writing.
- Take dictation of familiar words studied in class.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101-102

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 101. 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 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.

Ask them to open their textbooks at page 102. Read statement (ii) from the 'Vocabulary' section. Ask students to read the given words with their spellings. Ask them to read the words three to four times carefully. Read statement (iii) from the 'Vocabulary' section. Ask students to read the lesson again for dictation. Ask them to learn the spellings of the difficult words. Conduct the dictation in class. Appreciate students for their correct spellings.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share the spellings of words of your choice. Appreciate them for correct response.

Homework:

(2 min)

Write the words given under statement (ii) 'Vocabulary' section in notebook in neat hand writing.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 6

Unit Name: My First Letter

Topic: present continuous tense

Date:

Objective(s):

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

Identify and use the structure of Present Continuous Tense for describing activities and for actions taking place at the time of speaking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 102, 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'. Call two students in front of the class. Ask one student to pass a book to other one. Ask rest of the student to say what is happening right now. Note their response. Write on the board. '____' is passing a book to '____'. Call another student at random in front of class. Ask her/him to pass you some water. Ask students to explain what is happening right now. Note their response. Write on board '____' is giving water to me. Repeat the process with some other students using some other activities performed in class.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about present continuous tense. Tell students that present continuous tense is used to talk about an action that is happening now. Write the sentences structure for present continuous tense on board. Tell students that we use 'is' if the subject belongs to pronouns 'he/she/it. Tell them that we use 'are' if the subject belongs to pronouns 'we, they, you'. Tell them that we use 'am' if the subject belongs to pronouns 'I'. Demonstrate the concepts by giving examples on board for better understanding of students. write few example on board such as;

- Sara is eating fruits. Children are running in a park.
- Sara is not eating fruit. Children are not running in a park.
- Is Sara eating fruit? Are children running in a park?

Use different example to explain the concept thoroughly to students. Ask students to open their textbooks at page 102. Read the statement (i) in 'Grammar' section. Ask students to read the structure for present continuous tense aloud. Read the statement (ii) in 'Grammar' section. Ask students to read the given examples one by one. Ask them to notice the use of helping verbs in present continuous tense. Read statement (iii). Read the given sentences. Tell students that they can change the following sentences in present continuous tense. Write sentences on board. Ask student at random to change the tense of the sentences one by one. Appreciate them for correct answers. Write the correct answers on board. Ask students to read the correct sentences aloud. Praise them all for their good work. **worksheet**

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students at random to write the sentence structure of present continuous tense on board. Ask other students at random share a sentence using present continuous tense.

Homework:

(2 min)

Learn the sentence structure of present continuous tense at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with correct form of verb according to the structure of present continuous tense.

Sara is still _____. (Draw)

She is not _____ today. (Come)

You are _____ in the wrong notebook. (Write)

We are _____ to the park today. (Go)

Ali is _____ me. (Call)

Faisal is still _____ in the same park. (Play)

Ayan is _____ the game. (watch)

I am not _____. (Read)

Salma is _____ her Eid with her mother this year. (Celebrate)

Ayat is _____ in front of the line. (Stand)

You are not _____. (Play)

She is _____ her name on the stone. (Carve)

Bilal is not _____. (Walk)

I am _____ to call Sara. (go)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 7

Unit Name: My First Letter

Topic: joining words

Date:

Objective(s):

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

Recognise joining words 'and', 'or' and 'but' to show addition, alternative and contrast within a sentence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 103, newspaper

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 'and', 'or', 'but' and 'because' on board. Read the given words aloud. Ask students to make sentences using these word. Appreciate them all for their correct answers. Make two groups of students. Ask each group to find and circle 'and', 'or', 'but' and 'because' on newspaper. Then, ask each group to tick five 'because' on newspaper. The group with quickest results will win the game. Appreciate them all for good work. Clap for students to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about joining words. Tell students that joining words are used to join words, phrases and sentences. 'And', 'but', 'or' and 'because' are joining words. Ask students to open their textbooks at page 103. Read the statement (iv) in 'Grammar' section. Ask students to read the uses of joining word in the given examples. Ask students to read the given uses aloud three to four times. Read the statement (v) in 'Grammar' section. Ask students to read the given sentences loud. Ask students to notice the highlighted words in the given sentences. Ask students to read the sentences three to four times. Ask students at random in front of class. Ask him/her to share a sentence using 'and'. Note their responses. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking them to share the uses of different joining words. Appreciate for correct responses.

Homework:

(2 min)

Learn the uses of joining words at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 1

Unit Name: My First Letter

Topic: joining words

Date:

Objective(s):

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

Use joining words and, or and but to show addition, alternative and contrast within a sentence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 103, 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 we are going to play a fun activity. Ask students to open their textbook page 98-99. Ask them to find and circle joining words. Ask students to find as many joining words as they can. Encourage them to read unit carefully to find joining words. Appreciate them all for their active participation in class activity. Praise them all by clapping to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about joining words. Recall the concept of joining words. Tell students that joining words are used to join words, phrases and sentences. 'And', 'but', 'or' and 'because' are joining words. Ask students to open their textbooks at page 103. Read the statement (vi) in 'Grammar' section. Ask students to fill in blanks using the joining words carefully. Encourage them to complete their work independently. Appreciate them for their answers.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students to share some information about their morning routines with fellow students.

Homework:

(2 min)

Ask them to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Use given joining words to make sentences of your own.

and

or

but

because

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Unit Name: My First Letter

Topic: wh-question words

Date:

Objective(s):

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

- Recognize the function of simple *wh* forms used in questions.
- Respond to, and ask simple *wh* questions.
- Illustrate the use of question words learnt earlier.
- Identify and use question words why, how, who, whose, which, where, etc.

Resource Material:

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

Tell students that we are going to play a fun activity. Make two groups of students. Ask each group to write ten questions in a notebook using 'what' and 'why'. The group with less time and correct questions will win the game. Appreciate them all for their good work. Ask students at random to write wh-question words on board. Appreciate them for correct answers. Praise them all by clapping for them.

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', 'whose', 'why', 'when' and 'who' are question words. These words are used to ask questions. Ask students to open their textbooks at page 104. Read statement (vii) from the 'Grammar' section. Read the given uses of question words 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.

Read statement (viii) from the 'Grammar' section. Ask students at random to guess the correct answer for given blanks. Appreciate student for guessing correct question words for each blank. Write the correct answers on board. Ask students to fill in the blanks in neat hand writing. Take rounds of class while working. Praise 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 tell the use of question word 'why' and 'where'.

Homework:

(2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Unit Name: My First Letter

Topic: apostrophe

Date:

Objective(s):

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

Recognize and use apostrophes to show possessions.

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'.

Write few words on board using an apostrophe. Make a big apostrophe mark on board. Ask students at random to read the words with correct pronunciation. Write 'father' and 'father's' on board. Ask students to say the word with correct pronunciation. Ask students at random to guess the difference between the two words. Ask students at random to share a sentence using the word 'father's'. Appreciate them for their correct answers. Make sure to involve all students in the activity. Praise them all by clapping to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about apostrophe today. Tell students that apostrophe is a punctuation mark. Tell them that an apostrophe is used to indicate possession. Ask students to open their textbooks at page 105. Read statement from the 'Grammar' section about apostrophe activity. Read the given examples aloud. Explain to students that how adding an apostrophe indicated the possession of a person. Ask students to read the given examples loud. Give worksheets to students. Ask students to complete the given worksheet in neat hand writing. Ask them to complete their work independently. Appreciate them all for correct answers by clapping.

Sum Up:

(3 min)

Summarise the key concepts to your students.

Assessment:

(5 min)

Ask students to think and share some more examples with use of apostrophe and write the examples on board.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Add apostrophe to show possession in given words.

Bicycle of cousin _____

Hair of doll _____

Ring of phone _____

Cushion of chair _____

Pen of aunt _____

Parents of my friend _____

What does these phrases mean? Rewrite them correctly without using apostrophe.

Abdullah's car

Father's book

Ali's Ball

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 4

Unit Name: My First Letter

Topic: invitations

Date:

Objective(s):

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

- Read short notes written for selected purposes to write guided short notes of their own to friends and family members.
- Write guided short informal invitations to friends and family members to demonstrate the use of the following conventions: Purpose, Date and time, Venue, Name of addressee and sender.
- Revise written work for layout, legibility, and punctuation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 105

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 them that we often receive invitations to attend any ceremony. Ask them if they have ever received any invitation. Note their responses. Ask students to share some details about the invitations they had received. Ask them to share their experiences about the invitations which they had accepted. Make sure to involve all students in the activity. Appreciate them all for their active participation in class activity. Praise 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 about invitations today. Tell students that invitations are sent and received in order to participate in any social event or function. It is not considered appropriate to join any ceremony without a proper invitation by the host. Ask students to open their textbooks at page 105. Read statement from the 'Writing' section. Ask students to read the given invitation with correct pronunciation. Ask students to observe carefully how the invitation has been written. Ask them to notice the starting, date and ending of the invitation carefully. Ask students to open their notebooks. Tell them that they are going to write an invitation. Ask them to write an invitation note to their cousins inviting them to attend the birthday party at home. Ask students to write the invitation with correct spellings. Ask students to use suitable words in their invitation note. Encourage them to write the invitation note independently. 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 to read their invitation notes aloud for fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Unit Name: My First Letter

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 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'.

importance of media

Ask student to sit in a circle. Write 'Importance of Media' on board. Ask students to tell what they can understand by this topic. Note their responses. Ask students to imagine what if there are no TV's, telephones, internet or newspaper around. How the life would be? How would they communicate with their friends? How would they pass a message to their loved one living in another country? Note their responses. Make sure to involve all students in conversation.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to do some creative writing. Write the topic 'importance of media' 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 105. 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 a letter to their friend about the 'importance of media in our lives' 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 letters they have written in their notebooks.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 6

Unit Name: A Visit to the Museum

Topic: Reading

Date:

Objective(s):

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

- Use pre reading strategies to: Predict some words that might occur in a text by looking at a picture/title.
- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to predict what follows in the text using context.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 106-107, 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'. Asks students to sit in a circle. Throw a cushion to a student at random to catch. Ask the student to tell what historical and interesting places they have visited? Note their responses. Encourage them to share the details of their visits one by one. Ask them to share the experience they had in library. Ask them if they enjoy their time while reading different books in library. Note their responses. Appreciate them all for active participation in discussion.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to start the new unit 'A Visit to the Museum'. Tell students that today they are going to learn about some interesting information about museums. Ask students to open their textbooks at page 106. Ask them to look at the pictures and tell what they can see in the picture. Appreciate them for their correct answers by clapping to boost their confidence. Ask them to guess the names of the places shown in the pictures. Note their responses. Ask students to tell if they have visited the places shown in the pictures. Ask students to tell if they have ever visited a museum before. Ask them to share their experiences. encourage them to share the details of the artefacts they saw in museum. Ask them to share their favourite memory about their visit. Note their responses. Make sure to involve all students in the discussion. Appreciate them for their active participation. Ask students to open their textbooks at page 107. Ask student to read the story carefully. Ask them to read the story with correct pronunciation and intonation. Explain the meanings of difficult words as well if needed. Note their responses. Discuss different details given in the unit with students for their better understanding. Appreciate them all for their good work by clapping for them.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students to share some information they have learnt in the unit. Ask them to tell what things they be found in the museum.

Homework:

(2 min)

Read the story at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 7

Unit Name: A Visit to the Museum

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 108-109, 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'.

Tell students that we are going to play a fun activity. Ask students to sit in a circle. Give sticky notes to students and ask them to write the name of their favourite historical place on sticky note and paste it on the board. Ask student at random to come in front of the class and share their experience visiting a museum. Appreciate them all for their active participation in activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to start a new unit 'A Visit to the Museum'. Tell students that today they are going to learn about some interesting information about museums. Recall the details and information previously learnt the unit. Ask students to open their textbooks at page 108. Ask student to read the story carefully. Ask them to read the story with correct pronunciation and intonation. Explain the meanings of difficult words as well if needed. Note their responses. Discuss different details given in the unit with students for their better understanding. 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)

Assess your students to tell have they ever got a chance of seeing collections of old coins and stamps. Note their responses.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Unit Name: A Visit to the Museum

Topic: rhythm/stress/intonation

Date:

Objective(s):

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

Produce in speech, appropriate patterns of rhythm, stress and intonation of English language introduced through listening to stories and poems read aloud in class.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 110

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:

(27 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 rhythm is a repeated pattern of sound and movement. Tell them that stress is an extra force used when pronouncing a word or syllable. Tell them that intonation is the rise and fall of the voice in speech.

Ask students to open their textbooks at page 110. Read the statement in 'Phonics Practice' section. 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. Model reading the paragraph with correct pronunciation, proper stress, intonation and rhythm. Encourage students to recite the paragraph themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Encourage them to read correctly.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(5 min)

Ask students at random to read the poem with correct pronunciation, proper stress, intonation and rhythm.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Unit Name: A Visit to the Museum

Topic: non-verbal communication

Date:

Objective(s):

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

Identify and use appropriate tone and non-verbal cues for different communicative functions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 111

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. Write few sentences on board and ask students at random perform these actions. First, perform some actions by yourself for better understanding of students. Examples; Sit down, stand up, keep quiet, I am scared, I am Happy etc. make sure to involve all students in the activity. Appreciate them for correctly demonstrating the actions without any hesitation.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to learn about non-verbal actions. Tell students that non-verbal cues are facial actions, expressions and body gestures. Tell students that the tone and non-verbal cue plays an important role in the conversation. They help us to communicate without words. Our tone is how we use our voice in different situations. Ask students to open their textbooks at page 111. Read the statement (i) in 'Listening and Speaking' section. Ask students to carefully look at the given pictures. Explain the concept by performing non-verbal communication using different body parts, hand gestures, eye contact and facial expressions. Encourage students to repeat the actions as you perform. Encourage them to copy you to perform non-verbal communication. Read the statement (ii) in 'Listening and Speaking' section. Ask students to observe the given pictures. Ask them to tell what they can understand by looking at these pictures. Note their responses. Appreciate them for correct answers. Ask student to write the correct answers in the given blanks. Appreciate them all for correct answers.

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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Unit Name: A Visit to the Museum

Topic: comprehension

Date:

Objective(s):

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

Use critical thinking to respond to the text (post reading): Apply world knowledge and own opinion to the text read.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 112

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'. Asks students to sit in a circle. Throw a cushion to a student at random to catch. Ask the student to tell what historical and interesting places they have visited? Note their responses. Encourage them to share the details of their visits one by one. Ask them to share the experience they had in museum. Ask them to tell how students can educate themselves by visiting the museum. Note their responses. Appreciate them all for active participation in discussion.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn different questions related to the unit 'A Visit to the Museum'. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 112. 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. Ask students at random to share their thoughts about visiting the museum. Ask them to share about things they are most attracted to in the museum.

Homework:

(2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Unit Name: A Visit to the Museum

Topic: table of content/critical thinking

Date:

Objective(s):

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

- Use textual aids such as table of content to locate a particular text.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 112

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 open the first page of their book and find the table of content. Show them by yourself for their better understanding. Appreciate students who find the table of table of content at first. Now encourage students to read the headings given in table of content. Show them the unit names they have read before. Encourage them to read the unit titles with correct pronunciation. Make sure to involve all 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 112. Read the statement (ii) of 'Comprehension' section. Ask students to observe the given table of content carefully. Ask students to read the given table of content. Ask them to notice the unit, page and themes headings. Ask them to read the unit name, page numbers and themes of units one by one. e\appreciate them all for their good work. Now read the questions one by one and encourage students to think of the answers with the help of table of content. Encourage them to share their answers aloud. Appreciate them for their correct answers. Write the correct answer on board. Ask students to write the answers in neat hand writing in the given space. Take rounds of class. Help them if need be. Read 'Time to Think' statement aloud. Ask students at random if they know the names of any famous museums around the globe. Have they ever heard of any museum that is famous among travellers? Note their responses. Appreciate them all students to take part in the activity.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking them read the given table of content correctly.

Homework:

(0 min)

Search any two famous museums of the world using internet. Read about these museums. Search names of famous museums and write any five in your notebook with help of internet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Unit Name: A Visit to the Museum

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 113

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:

(27 min)

Tell students that today they are going to learn the meanings of difficult words. Ask them to open their textbooks at page 113. 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. Write the vocabulary words on board. Bring a ball and throw 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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 6

Unit Name: A Visit to the Museum

Topic: plural forms of nouns

Date:

Objective(s):

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

Recognize and apply spelling change in plural forms of nouns and regular verb forms.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 113-114, story books, 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 to sit in a circle. encourage student to share the names of their favourite story books. Note their responses. Bring some random story books in the class and give to students. Ask students to read the story. Ask students to find some nouns used in the story books. List some nouns on board in a column. Encourage students to think of the plurals for given words. Appreciate them for their correct responses. Praise them all by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about nouns with plural endings. Tell students that nouns that end in a consonant +y take 'ies' in their plurals after removing the final 'y'. Ask them to open their textbooks at page 113. Read statement (ii) from the 'Vocabulary' section. Read the given examples aloud and ask students to read after you. Ask students to notice the use of highlighted words. Ask students to notice how letter 'y' takes 'ies' in the plurals.

Read statement (iii) from the 'Vocabulary' section. Encourage students to write the plurals of the given words in neat hand writing. Ask them to write in the designate space. Appreciate them all for their correct answers by clapping for them.

Bring some newspapers in the class. Ask students to find the verbs used in newspaper. Ask them to circles many verbs as they can find. Appreciate them all for their active participation in class room activity. Tell students that regular verbs that ends in consonant +y change to -ed form after replacing 'y' with 'i' and adding -ed. Read statement (iv) from the 'Vocabulary' section. Ask students to read the given examples of regular verb forms aloud. Read statement (v) from the 'Vocabulary' section. Ask students to write the -ed forms of the following regular verbs. Appreciate them all for their good work. Give students worksheets. Ask students to complete the given worksheet in neat hand writing. Take rounds of the class while they complete the worksheets.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Write few nouns with plural endings 'ies' on board. Ask students at random to write the correct nouns for given words. Appreciate them all for their correct answers.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Make plurals of given nouns.

Nouns	Plurals
City	
Toy	
Key	
Boy	
Lady	
Cherry	

Make regular verb forms of given words.

Verbs	Regular Verb form (Simple past)
Work	
Cook	
Finish	
Call	
Clean	
Wait	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 7

Unit Name: A Visit to the Museum

Topic: noun-pronoun agreement

Date:

Objective(s):

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

Recognize and use that pronouns agree with their nouns in gender and number.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 114, newspaper

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 circle. Ask students at random to tell what is a pronoun. Note their responses. Ask student at random to share some pronouns. Bring some newspapers and give to students. Ask students to find some nouns and pronouns. Ask them to underline the nouns and circle the pronouns. Encourage students to find as many pronouns as they can. Appreciate them all for their good work.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to learn about the noun-pronoun agreement. Tell students that a pronoun must agree with their nouns in gender and number. If a noun represents female gender, the pronoun must represent the same. If a noun is singular, the pronoun must represent a single person, place or thing.

Ask them to open their textbooks at page 114. Read statement (i) from the 'Grammar' section. Read the given examples aloud and ask students to read after you. Ask students to notice the use of highlighted words. Ask students to observe the use of nouns and pronouns according to the gender and number. Read all the given examples one by one and explain that how pronouns are in agreement with noun. Read statement (ii) from the 'Grammar' section. Read the given sentences aloud for two to three time. Ask students to open their notebooks and write the following sentences with correct noun-pronoun agreement.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Write some gender nouns on board and ask student at random to share the correct pronouns.

Homework:

(2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name: A Visit to the Museum

Topic: express

Date:

Objective(s):

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

Use *because* to express reason.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 114

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. Write a sentence on board using the word 'because' such as 'I like mango because it is yummy'. Make two groups of students. Ask both groups to share few sentences using 'because'. The group with correct and logical sentences wins the game. Appreciate them all for their correct answers. Praise 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 about the use of 'because' tell students that we use because in order to show the 'reason' of something. Write few examples of because on board. Read the written sentences aloud and encourage students to notice the use of 'because' in order to show the reasons. Read the statement (iii) of 'Grammar' section loud. Ask students to read the given examples and notice the highlighted word. Ask students to write five sentences using 'because' in their notebook. Ask them to complete their work independently. Ask them to write the sentences in neat hand writing. Appreciate them all by clapping for them.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(5 min)

Ask students to read the sentences that they have written in their notebooks using 'because'.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 2

Unit Name: A Visit to the Museum

Topic: simple past tense

Date:

Objective(s):

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

Identify and use the structure of simple Past Tense for completed actions, with or without mention of specific time.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 115, 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'. Call two students in front of the class. Ask one student to pass a book to other one. Ask rest of the student to say what is happening right now. Note their response. Write on the board. '____' is passed a book to '____'. Call another student at random in front of class. Ask her/him to pass you some water. Ask students to explain what has happened. Note their response. Write on board '____ gave some water to me'. Repeat the process with some other students using some other activities performed in class.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about simple past tense. Tell students that simple past tense is used to talk about the actions that took place in past. Tell students that we use second form of verbs while making affirmative sentences. Tell that we use helping verb 'did' with first form of verb while making negative and interrogative sentences. Demonstrate the concepts by giving examples on board for better understanding of students. write few example on board such as;

- Sara ate fruits. Children ran in a park.
- Sara did not eat fruit. Children did not run in a park.
- Did Sara eat fruit? Did children run in a park?

Use different example to explain the concept thoroughly to students. Ask students to open their textbooks at page 115. Ask students to read the structure of simple past tense tense aloud. Read the statement (v) in 'Grammar' section. Ask students to read the given examples one by one. Ask them to notice the use of helping verbs in simple past tense. Read the statement (vi) of 'grammar' section. Read the given sentences. Tell students that they can choose the correct form of verb to fill in the blanks. Help them if need be. Write few sentences on board. Ask student at random to tell if these sentence belong to simple past tense or not. Appreciate them for correct answers. Write the correct answers on board. Ask students to read the correct sentences aloud. Praise them all for their good work.

Sum Up:

(3 min)

Summarise the key concept to students.

Assessment:

(3 min)

Ask students at random to write the sentence structure of simple past tense on board. Ask students to share a sentence using simple past tense.

Homework:

(2 min)

Learn the sentence structure of simple past tense at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks using correct verb forms by following structure of simple past tense.

Sara _____ (play) badminton yesterday.

Asma _____ (jump) on the bed.

Ammara _____ (cry) very loudly.

Azam _____ (look) very upset.

Faisal _____ (live) in Karachi.

Aiza _____ (eat) the pizza.

Iman _____ (take) the pencil.

Children _____ (go) to the park.

She _____ (buy) a new dress.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 3

Unit Name: A Visit to the Museum

Topic: questions starting with helping verbs

Date:

Objective(s):

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

Respond to, and ask simple questions starting with verbs e.g. *is, am, are, was, were*.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 115, 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 students at random to tell if they know what is a verb. Note their response. Now, ask them if they know what is a helping verb. Appreciate them for their correct answers. Tell students that today we are going to play a fun game. Write few helping verbs on board such as; 'was, is, did'. Make two groups of students. Ask each group to form questions using the helping verbs written on board. Ask them to make ten sentences and write them in their notebooks. The group that make questions using helping verbs first, wins the game. Appreciate them all for their good work by clapping for them.

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 helping verbs can be used with main verbs to make questions. Tell them that helping verbs always come at the beginning of a question. Ask students to open their textbooks at page 115. Read statement (vii) from the 'Grammar' section. Read the given example aloud. Ask students to notice the highlighted helping verbs and their use. Bring worksheets in the class and give to students. Ask student to solve the worksheet in neat hand writing. Ask them to complete their work independently. Call each pair one by one and ask them to read the sentences. Appreciate them all for correctly using the helping verbs to make questions.

Sum Up:

(2 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Ask students at random to ask a question using helping verbs.

Homework:

(2 min)

Write questions using helping verbs in notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Worksheet

Name: _____

Date: _____

Use given helping verbs top make sentences.

Are

Was

Does

Have

Did

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 4

Unit Name: A Visit to the Museum

Topic: descriptive/narrative paragraph

Date:

Objective(s):

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

- Write simple descriptive and narrative paragraphs.
- Use appropriate vocabulary and tense to write a simple guided paragraph by giving general physical description of a person/ object.
- Revise written work for layout, legibility, and punctuation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 116

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 with picture of Quaid-e-Azam Muhammad Ali Jinnah

in class. Ask students to share some detail about our great leader. Note their responses. Ask students to sit in a circle. Read a paragraph about Quaid-e-Azam Muhammad Ali Jinnah.

Share the details about his life, education, struggles and achievements to students.

appreciate students for their actively listening the details of paragraph. Praise them all by clapping.



Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about narrative and descriptive paragraph. Ask students to open their textbooks at page 116. Read statement (i) from the 'Writing' section. Read the given features of narrative paragraph and descriptive paragraph aloud. Read each feature and explain it to students for their better understanding. Tell students that we can describe any object, person or place using descriptive paragraph. Now, encourage students to come in front of the class and ask them to read the given feature one by one. Appreciate them for their good reading. Ask students to read the features carefully three to four time. Call students at random to come in front of the class and share any feature of narrative and descriptive paragraph. Appreciate them for their good performance. Read statement (ii) from the 'Writing' section. Ask students to open their notebooks and write a narrative paragraph on the topic 'A Visit to a Historical Place'. Help them if need be. Create a word bank on board to help the students. encourage them to complete their work on their own. Encourage them to write the paragraph using correct spellings and punctuation. Appreciate them all by clapping for doing good work.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to read their narrative paragraphs aloud to share with fellow students.

Homework:

(2 min)

Write a descriptive paragraph about your favourite teacher in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 5

Unit Name: A Visit to the Museum

Topic: creative paragraph

Date:

Objective(s):

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

Creative Paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 116

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 'Trip to Museum' in capital letters on board. Ask students at random to read it aloud. Ask student at random to share their ideas about the given topic. Tell students that a visit to museum is very interesting and informative for students as well as elders. Tell students that we can learn many things by a visit to any museum. Ask students at random to tell if they have ever visited a museum. Note their responses. Make sure to involve all students. Appreciate them for their 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 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 116. Read statement from the 'Creative Writing' section.

Ask students to share their thought about the experience they had while visiting a museum. Ask them how much they enjoyed their visit. Ask students what interesting thing they saw in museum. 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 of their favourite artefact in museum and share its details to fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		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 117

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 remember the concept of ending sounds of -d. make three columns on board. Write headings '-d', '-ed', and '-t' in both columns. Ask students at random to come in front of the class and write a word in each column according to the ending sound of -d. Encourage students to use correct spellings. Now, ask students at random to read the examples with correct pronunciation.

Appreciate them all by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 117. Read statement (i) from the 'Oral Comprehension' section aloud. Ask student to write some example using neat hand writing. Read statement (ii) from the 'Oral Comprehension' section aloud. Ask students to read the given words carefully with correct pronunciation. Ask students to re write the given sentences with correct syllable division in the given blanks. Read statement (iii) from the 'Oral Comprehension' section aloud. Make pair of students. Ask students to share some expressions used to share joy and anger with each other. Appreciate them all for using correct expressions.

Read statement (i) from the 'Reading and Critical Thinking' section aloud. Recall the use of minute, hour and second hand in clocks. Ask students to look at the pictures of clocks and write the correct time in given blanks. Read statement (ii) from the 'Reading and Critical Thinking' section aloud. Recall the concept of mind map. Ask students to think of some ideas and ways to keep our home clean. Ask students to fill in the given mind map using correct spellings. Appreciate students for their correct answers.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to read their mind maps about ideas to keep home clean aloud.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	3		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 118

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 if they know what are homophones. Write few homophones on board. Ask students to read the homophones and differentiate the meanings of them. Appreciate them all for their good work.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 118. Read statement (i) from the 'Aspects of Language' section aloud. Read the given examples and ask students to write the correct homophone according to the meaning. Appreciate them for their good work. Read statement (ii) from the 'Aspects of Language' section aloud. Ask student to write '-ed' at the end of each word to make regular forms of verbs. Read statement (iii) from the 'Aspects of Language' section aloud. Recall the spellings of position words. Ask students to read the given position words and use them in sentences of their own. Read statement (iv) from the 'Aspects of Language' section aloud. Recall the sentence structure of simple present tense and simple past tense. Ask students to write a sentence in the given space according to the tense. Read statement (v) from the 'Aspects of Language' section aloud. Recall the spellings of question words. Ask students to read the given examples. Ask students to tick the correct question word according to its use for each given sentence. Read statement (i) from the 'Writing' section aloud. Ask students to write a letter to their friend about your favourite sport and why you like this sport in their notebooks. Encourage them to use correct spellings and punctuation while writing the letter. Read statement (ii) from the 'Writing' section aloud. Ask students at random to write a descriptive paragraph on the topic of 'Best Friend' in their notebooks. Ask them to use correct spellings and punctuation.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking them to read their descriptive paragraphs aloud.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:
