



AFAQ SUN SERIES

Lesson Plans English

4

Total: SLO = 138

Total: LPs = 210



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

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

Objective(s):

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

Introduce themselves to each other.

Resource Materials:

Chalk/marker, white-/blackboard, 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'.

Introduce yourself to students. Tell them about your hopes for the new school year and some of the fun things you'll be doing in class. Tell students a few things about yourself, for example your likes, dislikes and your hobbies.

Main Activities/Concept Building: (25 min)

Ask students to introduce themselves to each other.

Ask them to tell their names and some of their favourite things by turns.

Activity 1:

- Write different questions on the board. Some suggested questions are as follows:
 - What is your name?
 - Where were you born?
 - How many brothers and sisters are you?
 - What are their names?
 - Do you have a pet?
- Ask students to answer these questions. Ask them to reply by turns.
- Explain and discuss some important school and classroom rules. Write some of these rules on chart paper and bring it to the class. Paste it on the board. Read these rules aloud.

Sum-up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (7 min)

Ask students to complete the given worksheet.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Fill in the given information about yourself.

		Name	
Favourite Candy 		Pets 	Hobbies 
Favourite Place 		Favourite movie/TV	
Family Brothers? Sisters? Oldest, youngest or middle?			
Favourite Poem 		Favourite Color	
Your Birthday 		Favourite Books to read 	
Favourite Vacation		Favourite Subject in School	Favourite Food 

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Unit Name: A Naughty Little Rabbit

Topic: Reading

Date:

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures, titles, etc. by using prior knowledge.
- Apply critical thinking to interact with the text using intensive reading strategies (while reading) to: skim through common graphical features such as pictures, tables and illustrations in the text to increase understanding.
- Read the text.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 1 and 2.

Teaching & Learning Activities:

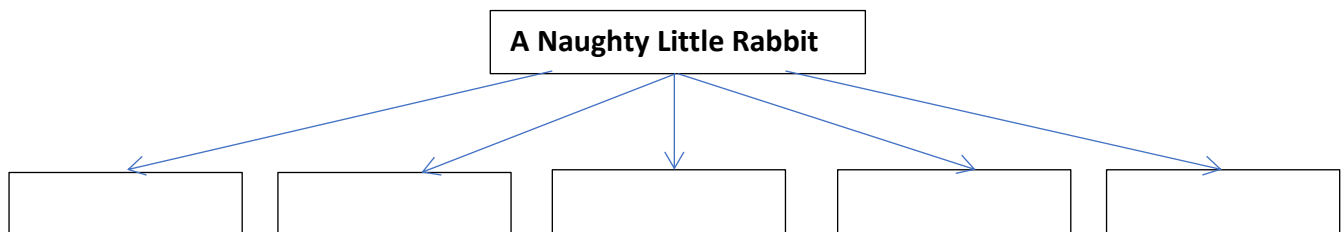
Opening Activities/Warm-up:

(5 min)

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

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

Write the title of the unit on the board and ask questions about it. Ask students to tell five different words related to the title of the unit.



Main Activities/Concept Building:

(25 min)

Tell students that they are going to start new unit 'A Naughty Little Rabbit'. Ask students to open their textbooks at page 1. Ask them to look at the given pictures and discuss them.

Ask them to tell what they are doing wrong. What should they be doing instead? Encourage them to share their views by turns.

Now ask students to open their textbooks at page 2. Write the title of the fable on the board and ask questions about it. Ask students to read the text by turns. Ask them to read that with accurate production of sounds of words and sentences. Discuss with them that the text they are reading is a fable. Tell them that a fable is an imaginary short story of animals.

Discuss the theme of the fable. Tell students that it is not a good habit to make fun of others and be rude to our elders. Explain the theme by giving different examples from your daily life experiences.

While reading the text, ask them to answer the question given in the while-reading box.

Sum-up:

(3 min)

Read and learn some difficult words in the story.

Assessment:

(5 min)

Call some students at random and ask them to retell the story in their own words.

Homework:

(2 min)

Ask them to read textbook page 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Unit Name: A Naughty Little Rabbit

Topic: Reading

Date:

Objective(s):

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

Read the text.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 3.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Encourage students to tell the story they have read yesterday. Ask them different questions related to the story. Encourage them to answer correctly. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Ask students to open their textbooks at page 3. Ask them to read the complete text by turns. Ask them to read that with accurate production of sounds of words and sentences.

Ask students to underline difficult words after reading the lesson and guess the meanings of those difficult words. Write their correct meanings on the board. Ask them to note those meanings in their notebooks.

After that, encourage students to retell the complete story in their own words. Ask them about their favourite character and which part of the story they like the most.

Sum-up:

(3 min)

Call some students at random and ask them to retell the story in their own words. Ask them to tell their favourite character of the story.

Assessment:

(5 min)

Make pairs of students and ask them to complete the given worksheet.

Homework:

(2 min)

Ask them to read textbook pages 2 and 3.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Complete the given worksheet about the story.

Name: _____ Title: _____

Reading QUESTIONS



What was the story about?



When did the story happen?



Who was in the story?



Where did the story happen?



What was the problem in the story?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: A Naughty Little Rabbit

Topic: Vowels

Date:

Objective(s):

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

Identify and classify words that begin with vowel sounds.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 3 and 4.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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, e, i, o, u' on the board and ask students, 'What are these letters'? They should answer that these are vowels. Ask them to tell five words that begin with vowel sounds. Note their responses. Appreciate them for their participation.

Main Activities/Concept Building:

(25 min)

Ask students to open their textbooks at page 3. Read the given statement (i) from 'Oral Communication'.

Instruct them to read and pronounce the given words with vowel sounds. Tell them that there are five vowels (a, e, i, o, u) in the English alphabet. These letters produce specific vowel sounds.

Activity 1:

Ask students to open their textbooks at page 4. Read the given statement (ii) from 'Oral Communication'.

Ask them to circle the words that begin with vowel sound in the given sentences. Take rounds while they are doing their work. Praise the student who works first to boost their confidence.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to think and tell three words with each vowel sound.

Homework:

(2 min)

Ask students to solve activity (iii) on page 4 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: A Naughty Little Rabbit

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 of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 4.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 some students at random to tell how they greet their class fellows, teachers and parents in their daily life. Tell your own experiences of how you use different formulaic expressions for greeting and routine social courtesies in your daily life. Make pairs of students and ask them to greet each other.

Main Activities/Concept Building:

(27 min)

Tell students that formulaic expressions are words and phrases used in everyday situations to communicate for various purposes. These expressions are used to show good manners and polite behaviour. Usually, we use words and expressions according to the age, gender and status of the addressee. We use a variety of formulaic expressions to express greetings, bid farewell, say thank you, make an apology, etc.

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.

Ask students to open their textbooks at page 4. Read the 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.

Activity 1:

Write some topics for a role-play activity on the ice-cream sticks and put them in the paper cups. Make pairs of students and ask each pair of them to pick any ice-cream stick. Ask them to talk about their topics by using those expressions.

Have students role-play the following scenarios, showing the appropriate social courtesies to use in each situation. Give them time to prepare and practise, then present their skits to the class.

- ✓ Your best friend tells you your new shoes look really cool.
- ✓ You want someone to pass you the salt, which is at the far end of the table.
- ✓ You see your classmate trip and fall.
- ✓ You accidentally spill someone's carton of milk.
- ✓ Your mum helps you with your homework.

Sum-up:

(3 min)

Summarise the key concepts to the students.

Assessment:

(5 min)

Ask some students at random to tell some formulaic expressions and phrases. Also, have them use those expressions in their own sentences.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 6

Unit Name: A Naughty Little Rabbit

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 Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 cards of question words 'who', 'what', 'where', 'when', 'why', 'whose', 'which' and 'how'. Paste them on the board. Now call some students at random to come in front of the class. Instruct them to ask questions using that 'wh' word from their class fellows related to the story. Ask the class to respond and answer their questions by raising their hands.

Main Activities/Concept Building:

(25 min)

Write some questions related to the lesson on the board for their better understanding:

What is a fable? How many characters are there in the story? Which is your favourite character and why?

Divide the class into two groups, group A and group B. Ask these questions to both groups. Instruct them to raise their hands before answering. Praise them for their correct answers.

Ask students to open their textbooks at page 5. Read each question from the 'Comprehension' section aloud.

Ask them to listen carefully. Encourage them to find answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they answer wrong. Then write the correct answers on the board. After that, ask them to write answers to the following questions in their notebooks. Help them while writing the answers. Praise the students who 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 comprehension focus.

Homework:

(2 min)

Learn the question answers.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 7

Unit Name: A Naughty Little Rabbit

Topic: Digraphs, Trigraphs

Date:

Objective(s):

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

Articulate and practise words containing digraphs and tri-graphs.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Prepare some ice-cream sticks and bring them to the class. Write some digraphs and trigraphs on them.

Call some students at random and ask them to pick any ice-cream stick, read that digraph or trigraph aloud and make a word with it. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to learn digraphs and trigraphs. Have students recall the concept of digraphs. Tell them that a digraph is a combination of two letters pronounced as a single sound. Tell some examples and write them on the board.

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

Ask them to read the given words with digraphs.

Now have them recall the concept of trigraphs. Tell them that a trigraph is a combination of three letters pronounced as a single sound. Tell some examples and write them on the board. Ask them to open their textbooks at page 5. Read the statement (iii) from the 'Comprehension' section. Ask them to read the given words with trigraphs.

Activity 1:

Write some words having digraphs and trigraphs on the board. Now call some students and ask them to identify the digraphs and trigraphs. Underline the digraphs and circle the trigraphs with a coloured board marker or chalk. Also, ask students to pronounce those digraphs or trigraphs loudly for the whole class. Correct their pronunciation of the words if they say them wrong.

Activity 2:

Make two columns on board with the headings of digraphs and trigraphs. Hold a competition by dividing the class into two groups. Ask students to suggest three words that would go under the headings in each of the columns on the board. Let the groups take turns, scoring one point for each correct answer. The team that gives more answers that are correct will be the winner.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share more examples of digraphs and trigraphs.

Homework:

(2 min)

Make a list of five words using different digraphs and trigraphs.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name: A Naughty Little Rabbit

Topic: Digraph, Trigraph, Silent letter

Date:

Objective(s):

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

Articulate and practise words containing digraphs, tri-graphs and silent letters.

Resource Materials:

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

As this is the continuity of the previous lesson. Ask students to tell what digraphs and trigraphs are. Also share examples. Write the examples on the board. Ask students to read the examples aloud. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 min)

Tell students that they are going to learn and revise digraphs, trigraphs and silent letters. Have students recall the concept of digraphs and trigraphs. Tell them that a digraph is a combination of two letters pronounced as a single sound. Tell them that a trigraph is a combination of three letters pronounced as a single sound. Ask them if they know what silent letters are. Tell them that silent letters are not pronounced in words. Ask them to open their textbooks at page 6. Read the statement (iv) from the 'Comprehension' section. Ask them to read and say the given words with silent letters. Read the given words aloud and ask them to read after you with correct pronunciation. Tell them that the letters highlighted in words are silent letters. Use poster to share more examples with them.

Activity 1:

Read the statement (v) from the 'Comprehension' section. Ask students think and write two words with each given digraph and trigraph. 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.

Activity 2:

Now read the statement (vi) from the 'Comprehension' section. Ask students to make a list of five words with silent letters used in the unit. 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.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

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

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Poster

SILENT LETTERS IN ENGLISH

Silent B	Silent T	Silent H	Silent K	Silent W
Bom <u>b</u>	But <u>t</u> cher	G <u>h</u> ost	<u>K</u> nee	Ans <u>w</u> er
Clim <u>b</u>	Cast <u>l</u> e	<u>H</u> onest	<u>K</u> new	S <u>w</u> ord
Com <u>b</u>	Christ <u>m</u> as	<u>H</u> our	<u>K</u> nickers	T <u>w</u> o
Crum <u>b</u>	Fast <u>t</u> en	Mech <u>a</u> nic	<u>K</u> nife	<u>W</u> hole
De <u>b</u> t	Hust <u>l</u> e	R <u>h</u> ythm	<u>K</u> night	<u>W</u> rack
Dou <u>b</u> t	List <u>e</u> n	Sch <u>e</u> me	<u>K</u> nit	<u>W</u> rap
Dum <u>b</u>	Mat <u>c</u> h	Sch <u>h</u> ool	<u>K</u> nitting	<u>W</u> rist
Lam <u>b</u>	Mortg <u>a</u> ge	W <u>h</u> at	<u>K</u> nob	<u>W</u> rinkle
Lim <u>b</u>	Nest <u>l</u> e	W <u>h</u> en	<u>K</u> nock	<u>W</u> reck

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: A Naughty Little Rabbit

Topic: Thinking Skills + 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.
- Classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels, etc. in their immediate and extended environment.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 6 and 7

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 have some discussion and learn the meanings of difficult words. Ask them to open their textbooks at page 6. Read statement from 'Time to Think' section. Ask students to read the lesson again 'A Naughty Little Rabbit' and share how Bobo's behaviour changes during the story. Ask them to open their textbooks at page 6. 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:

Have students recall the concepts of naming, action and describing words. Now read statement (ii) from the 'Vocabulary' section. Ask students to look at the given picture. Write three naming, action and describing word each in the given boxes. 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. Ask students to share some more naming, action and describing words by looking around their surroundings.

Sum-up:

(3 min)

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

Assessment:

(5 min)

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

Homework:

(2 min)

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Unit Name: A Naughty Little Rabbit

Topic: Countable/Uncountable nouns

Date:

Objective(s):

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

- Identify countable and uncountable nouns.
- Demonstrate use of some nouns from immediate and extended environment as countable and uncountable.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 7 and 8

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 nouns?", "How can you define countable and uncountable nouns?" Invite some students to the board and ask them to write examples of countable and uncountable nouns.

Appreciate them for their efforts.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn countable and uncountable nouns. Have them recall that countable nouns are things that we can count. They can be singular and plural, for example bag-bags, city-cities, etc. Uncountable nouns are thing that we cannot count. They don't have plural forms, for example air, milk, oil, etc. Ask them to open their textbooks at page 7. Read statement (i) from the 'Grammar' section. Ask students to read the given examples of countable and uncountable nouns.

Activity 1:

Ask students to open their textbooks at page 7-8. Now read statement (ii) from the 'Grammar' section. Ask students to underline the nouns in each sentence and write countable nouns and uncountable nouns in their 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 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

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

Homework:

(2 min)

Write five sentences using each countable and uncountable nouns in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: A Naughty Little Rabbit **Topic:** Articles **Date:** _____

Objective(s):

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

- Recall some more rules for the use of 'a', 'an' and 'the'.
- Identify and use the definite article 'the'.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 8

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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 they already know about articles. Ask them to tell what definite and indefinite articles are. Write some sentences on the board using wrong articles. Invite some students to the board and ask them to rewrite the sentences using correct articles. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 min)

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, e.g. a bat, a tree. 'An' is used before singular nouns that begin with a vowel sound, e.g. an apple, an elephant. Tell them that 'the' is used to specify a person, place or thing. Ask them to open their textbooks at page 8. Now read statement (iii) from the 'Grammar' section. Ask students to complete the given sentences with definite and indefinite articles. Encourage them to do their work on their own. Praise the students who finish their work first to boost their confidence.

Activity 1:

Divide the class into three teams. Team A, Team B and Team C. Give each team a sheet of paper. Draw three columns on each sheet of paper and write 'a', 'an' and 'the' on the top of columns. Now ask each team to write as many examples as they can. The team which scores more points will win. Appreciate the team by clapping.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to share some rules of using definite and indefinite articles.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not achieved ☐ Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: A Naughty Little Rabbit

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 Materials:

Chalk/marker, white-/blackboard, textbook page 8 and 9

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 on the board by adding correct capital letters. 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 revise some rules of capitalisation. Have them recall that 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 8. Read statement (iv) from the 'Grammar' section. Ask students to read the given sentences and notice the use of capitalisation.

Activity 1:

Now read statement (v) from the 'Grammar' section. Ask students to rewrite the given sentences using the capitalisation rules. 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 min)

Summarise the key concepts with your students.

Assessment:

(7 min)

Ask students to solve the given worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Rewrite the given sentences using correct capitalisation.

my classmate if from dubai.

i study in the library on every wednesday.

peru is located is south america.

mr. adeel is a policeman.

quaid-e-azam was born on 25th december 1876.

chiki, the little chick, had won the animal race.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 6

Unit Name: A Naughty Little Rabbit

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 Materials:

Chalk/marker, white-/blackboard, textbook page 9

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Paste different picture cards on the board. The picture cards should have multi-syllable names. For example tree, banana, tomato, helicopter, etc. Invite some students to the board and ask them to write correct number of syllables under each picture. Appreciate them for their correct responses. Pay special attention to the weak students.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to revise 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 having more than one syllable are called multi-syllable words. Now ask them to open their textbooks at page 9.

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. Ask them to tell how many syllables each word has.

Activity 1:

Now read statement (ii) from the 'Writing' section. Ask them to find eight multi-syllable words in the unit. Write them with their correct syllabic division. Put a dot between syllables. 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 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 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to look around their surroundings and share examples of multi-syllable words.

Homework:

(2 min)

Make a list of ten multi-syllable words in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: A Naughty Little Rabbit

Topic: Making Sentences

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 Materials:

Chalk/marker, white-/blackboard, textbook page 10

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Write a sentence on the board and underline any word in it. For example Haris is a good boy. Underline 'good' in this sentence and ask students can we write this sentences in another way replacing the word 'good'. They may answer 'better', 'nice' or 'best'. Tell them that the correct answer is 'nice'. Haris is a nice boy. You can write more sentences and repeat the activity.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to learn new concept of replacing words and phrases. Explain to them that we can replace words and phrases with different words having the same meaning. Ask them to use synonyms (same meanings) instead of words and phrases. Ask them to open their textbooks at page 10. Read the statement (iii) from the 'Writing' section. Ask them to read the given sentences. Replace the highlighted words with words from the word bank carrying the same meanings. Ask them to rewrite them in the give space. 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 correct spelling. Praise the students who finish their work first to boost their confidence.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share the sentences they have written.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: A Naughty Little Rabbit

Topic: Creative Writing

Date:

Objective(s):

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

Creative Writing.

Resource Materials:

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

Make chart paper of good manners or bring its print out. Paste it on the board. Ask students to look at the given good manners and read them aloud. Ask them to tell what good manners do they follow in their daily routine. Ask them to use the given good manners in their own sentences. Appreciate them for their efforts.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to do some creative writing. Write the topic 'Good Manners' on the board. Ask students to tell what do they understand by reading the topic. Encourage them to share some good manners. Ask them to tell why it is important to use good manners in our daily life. Tell them that good manners are very important in our daily life. Tell them that they should help others in need. They should speak politely and do not behave rudely. They should share their things with others. Tell them that good manners help them become a respectable person.

Activity 1:

Ask students to open their textbooks at page 10. Read statement from the 'Creative Writing' section. Ask students to write some good manners and explain how good manners help us become a respectable person. Ask them to underline any five multi-syllable words also. 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 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 share some good manners they have written.

Homework:

(0 min)

N/A.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Chart of Good Manners



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Reading

Date:

Objective(s):

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

- Use pre-reading strategies to predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Recite poems with actions.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 11 and 12

Teaching & Learning Activities:

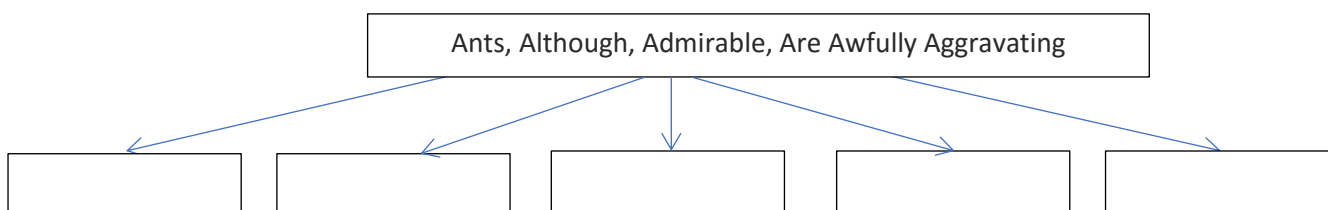
Opening Activities/Warm-up:

(5 min)

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

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 they want to be when they grow up. 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 "Ants, Although, Admirable, Are Awfully Aggravating". Tell them that it's a poem about high aims and aspirations. Ask students to open their textbooks at page 11. Ask students to look at the given pictures given in 'Let's Get Started' and tell what different professions are shown in the pictures. Share a few sentences about these professions. Encourage them to tell which profession they would like to adopt. Ask them to tell how they can serve their country. Try to involve all students in the discussion.

Ask students to open their textbooks at page 12. Ask them to look at the picture of the poem and tell what the ants are doing. Encourage them to tell what do they understand by looking at the picture.

Model the poem by reading 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. Explain to them the theme of the poem and tell them that we should always be strong and courageous in all aspects of life. We should not be afraid of difficulties in our lives. We should treat others with kindness. Encourage them to read correctly. Help them if need it. Tell the name of a poet to them.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

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

Homework:

(2 min)

Learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Silent Letters

Date:

Objective(s):

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

Pronounce and practise simple words with more silent letters such as b in lamb.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 13

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 silent letters are. Share some examples also. Write different silent letters on the board. Invite some students to the board. Let them think and write words with the given silent letters. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn more silent letters. Ask them if they know what silent letters are. Have them recall that silent letters are not pronounced in words. Ask them to open their textbooks at page 13. Read statement (i) from the 'Phonics' section. Ask students to read and pronounce the following words with different silent letters. Tell them that different words have different silent letters in them. Read the given words and ask them to read after you with correct pronunciation.

Now read statement (ii) from the 'Phonics' section. Ask students to write three words for each silent letter given below. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need. 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 solve the given worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Write the missing silent letters and complete the sentences.

I ____ now my friend Maham very well.

The ____rist watch is very beautiful.

Please ____nock the door.

Mohsin is an ____onest boy.

Reading is easier than ____riting.

Could you please give me ha____f of the sandwich?

The teacher assi____ned me another task.

She has a wooden com____.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: L/S

Date:

Objective(s):

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

Demonstrate conventions and dynamics of oral interaction in group to introduce self and others.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 13

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum 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'.

Divide the class into groups. Ask each group member to introduce themselves. Ask students to answer the following questions:

- What is your name?
- When and where were you born?
- What are your hobbies/interests?
- What are your achievements?

After that, invite some students in front of the class and share the given information about themselves.

Appreciate the class by clapping.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read a dialogue about introducing self and others. Ask students to open their textbooks at page 13. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue. After that make pairs of students and ask them to practise the given dialogue.

Activity 1:

Now involve students in an activity. Invite some students in front of the class. Give them different situations and ask them to say some sentences on it. For example:

- Introduce yourself and your best friend.
- Introduce yourself and your parents.
- Introduce yourself and your siblings.
- Introduce yourself and your teacher.

Appreciate them for their responses. Ask the class to appreciate each other by clapping.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

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

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

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): relating what is read to their own feelings and experiences

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 14

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make pairs of students. Distribute sticky notes among the class. Now ask one student to tell the other student about what his/her favourite profession is and why 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 14. 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. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

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

Homework:

(2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 6

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Transitional devices/Thinking

skills/Vocabulary

Date:

Objective(s):

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

- Recognize and understand that: In a paragraph, sentences join to make sense in relation to each other through transitional devices. Identify paragraph as larger meaningful unit of expression representing unity of thought.
- Read silently for comprehension.
- Reading and critical thinking.
- Memorise the vocabulary words with their meanings.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 14

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write 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 transitional devices and the meanings of difficult words.

Ask them to open their textbooks at page 14. Explain to students that transitional devices are used to link words, phrases or sentences to make the writing flow better and connect one idea to the next. Read statement (ii) from 'Comprehension' section. Ask students to read the given paragraph and notice the use transitional devices. Explain the concept of transitional devices in detail. Write some examples on the board to explain the concept. Now show them some paragraphs from the book and tell them that a paragraph is a larger meaningful unit of expressions representing unity of thought.

Ask them to open their textbooks at page 14. 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.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell what transitional devices are.

Homework:

(2 min)

Do activity from 'Time to Think' section on page 14 of the textbook in your notebook. Also learn the words and meanings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Rhyming Words

Date: _____

Objective(s):

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

Create a short poem using the suggested rhyming words.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 15, poem

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write the given poem on a chart paper or on the board. Ask students to read the given poem aloud with correct pronunciation. Now invite some students to the board and ask them to underline rhyming words in the poem. Appreciate them by saying well done/ good/ very good. Pay special attention to the weak students.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to recall rhyming words. Ask them if they know what rhyming words are. Ask them to share some examples also. Have them recall that rhyming words are two or more words that have the same or similar ending sound. Ask them to open their textbooks at page 15. Read the statement (ii) from the 'Vocabulary' section. Ask them to read the give pairs of rhyming words.

Activity 1:

Now read statement (iii) from the 'Vocabulary' section. Ask students to write a short poem by using the following rhyming words. Ask them to give a suitable title to your poem as well. 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 throughout the activity. Ask them to write neatly with the correct spelling.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell what rhyming words are. Also share some pairs of rhyming words.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

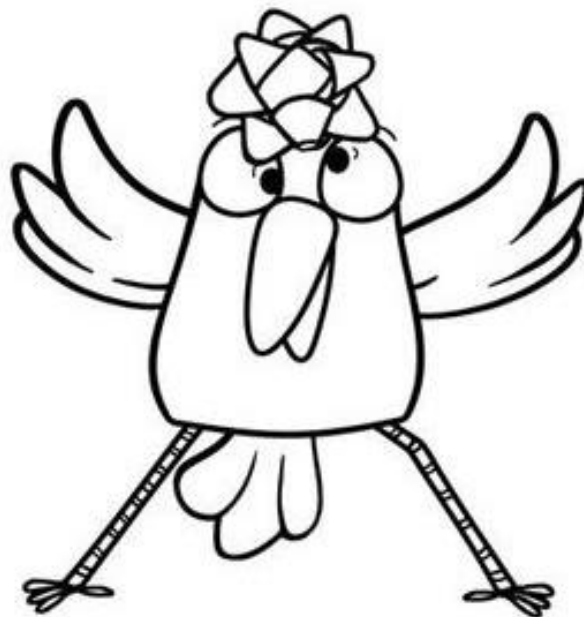
Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Poem for warm-up activity

A Silly Crow By: Andrea Crawford

Here is a very silly crow.
Upon her head there is a bow.
Her feathers hold it on so tight
And help her see here in the night.
As she flies here and there,
Her bow is one she'll always wear.
She loves her bow upon her head,
And it is one she will not shed.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Write the rhyming words for the following words.

garden

wire

funny

think

end

finger

nest

water

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Expressions

Date:

Objective(s):

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

Use appropriate expressions in conversation to: express regret, likes and dislikes, needs and feelings and opinions.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 15

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Write some questions on the board. Ask some students to answer the following questions:

- What is your favourite fruit/vegetable?
- Do you love your parents?
- Do you have any regret about anything?
- Do you enjoy playing with your friends?
- Which season do you like the most and why?
- What do you wish for?

Try to ask questions from the maximum students. Appreciate the class by clapping. Pay special attention to the weak students.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn some expressions used in conversation. Tell them that we use different expressions in daily conversation. It will enhance language application leading to fluency. Ask them to open their textbooks at page 15. Read the statement (iv) from the 'Vocabulary' section. Ask students to read the given expressions of regret, opinion, likes and dislikes, needs and feelings. Encourage them to read first and then try to make their sentences also. Write different examples using these expressions on the board. Ask students to learn these expressions and try to use them in their daily conversation.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share some examples using these expressions.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Collective Noun

Date: _____

Objective(s):

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

Recognize and use some naming words as collective nouns.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 15 and 16, 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 students different pictures showing examples of collective nouns. For example a bunch of grapes, a crowd of people, an army of ants, a team of players, etc. Ask them to say the names of the given pictures. Ask them to tell how many grapes, people, ants and players are there in the given pictures. Correct them if they give wrong answer. Appreciate them for their correct responses

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn collective nouns. Explain to them that a collective noun describes a group of things or people as a unit. Ask them to open their textbooks at page 15. Read the statement (i) from the 'Grammar' section. Ask students to read the following sentences and notice the use of collective nouns. Tell them that the highlighted words in the sentences are collective nouns. Explain the concept by sharing more examples. Use the poster for more examples. Encourage students to share some collective nouns from their surroundings.

Activity 1:

Ask them to open their textbooks at page 16. Read the statement (ii) from the 'Grammar' section. Ask students to underline the collective nouns in the given sentences. Then use these nouns in their own sentences and write them in their notebook. After completing the textbook activity. Ask them to take out their notebooks and start making the sentences. 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.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell what collective nouns are. Also share some examples.

Homework:

(2 min)

Make a list of five collective nouns in your notebook. Also use them in your own sentences.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Poster

 flock of sheep	 choir of singers
 swarm of bees	 Shoal of fish
 pack of cards	 herd of cows

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Adjectives

Date:

Objective(s):

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

Classify adjectives of quantity, quality, size, shape, colour, and origin.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 16

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to tell what adjectives are as they are already familiar with this term. Ask them to tell how many kinds of adjectives they have read before. Ask them to name the kinds of adjectives. Note their responses on the board. Now ask them to share examples of each kind of adjective. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn kinds of adjectives. Ask them if they know what adjectives are. Have them recall that adjectives are words that are used to describe a noun, for example a big fat elephant, a stubborn girl, etc. Explain to them that adjectives of colour show a particular colour or different colour, e.g. silver balloons. Adjectives of size show the mass of a noun, e.g. a tiny mouse. Adjectives of shape show the form of a noun, e.g. a narrow road. Adjectives of quantity show how much of thing is, e.g. little, enough. Adjectives of quality show the nature of noun, e.g. an ugly duckling. Adjectives of origin indicate the source of a noun, e.g. an American boy. Ask them to open their textbooks at page 16. Read statement (iii) from the 'Grammar' section. Ask students to read the given adjectives and their examples also. Explain their kinds in detail by giving more examples.

Activity 1:

Write some different kinds of adjectives on the board, e.g. golden hair, some, a pretty girl, a woollen scarf, etc. Ask students to read the given adjectives and use them in your own sentences. Ask them to raise their hands one by one and say a sentence using different kinds of adjectives. Appreciate them for their correct responses.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell what different kinds of adjectives are. Share examples from their surroundings.

Homework:

(2 min)

Write five examples of each kind of adjective in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Adjective + Capitalisation

Date: _____

Objective(s):

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

- Classify adjectives of quantity, quality, size, shape, colour, and origin.
- Use capitalization according to the rules learnt earlier.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 17

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Draw a table on the board. Write the kinds of adjective in the table. Now ask students to answer the questions and fill in the table accordingly. Ask them to tell how many kinds of adjectives are there, what is an adjective of colour, what is an adjective of size, what is an adjective of shape, what is an adjective of quantity, what is an adjective of quality, what is an adjective of origin. Ask them to define each kind of adjective and share the examples to complete the table. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to do activities of adjectives and capitalisation. Have students recall all kinds of adjectives with examples. Ask them to open their textbooks at page 17. Read the statement (iv) from the 'Grammar' section. Ask students to write the given adjectives in their columns respectively.

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.

Now have students recall the rules of capitalisation. Tell them that 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 the statement (v) from the 'Grammar' section. Ask them to rewrite the given sentences by adding correct capitalisation. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share some rules of capitalisation.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Conjunctions + Transitional Words

Date: _____

Objective(s):

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

Analyse and use conjunctions (e.g. and, but, or, and because) Transitional words (e.g. for example, for instance, therefore).

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 17 and 18, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Paste word cards of 'and', 'but', 'or', 'because' on the board. Ask students to read the given words and make sentences using them. Ask them if they know what these words are called as and why are they used for. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn conjunctions and transitional words. Ask them if they know what conjunctions and transitional words are. Explain to them that conjunctions are words that join words, phrases or sentences. Tell them that conjunctions are also called joining words. 'And', 'or', 'but', 'because', etc. are conjunctions. Ask them to open their textbooks at page 17. Read the statement (i) from the 'Writing' section. Ask students to read the given sentences and notice the use of conjunctions. Explain the use of conjunctions by sharing more sentences.

Now ask students to open their textbooks at page 18. Read the statement (ii) from the 'Writing' section. Ask them to read the given sentences and notice the use of transitional devices. Tell them that the highlighted words for example, for instance and therefore are transitional devices. Share more sentences with the given transitional devices to clear the concept. Encourage students to share examples as well. (Note: Guide students about the activity given in the homework.)

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell what conjunctions and transitional devices are.

Homework:

(2 min)

Do activity (iii) on page 18 of the textbook in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 6

Unit Name: Ants, Although, Admirable, Are Awfully Aggravating

Topic: Writing

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 spelling.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 18, 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'.

Paste pictures of different professions on the board. Ask students to look at the given pictures and say a few sentences about the given professions. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to write a paragraph on 'My Aim in Life'. Ask them to open their textbooks at page 18. Read the statement (iv) from the 'Writing' section. Ask students to study the given mind map about 'My Aim in Life'. Discuss the given mind map with them. Discuss their aims in life with them. Tell them that first they have to give some introduction about their aim, then they have to write about the achievements and their aim. After that how their aim is beneficial to others and why they have selected this aim. At the end, they have to write about what they will do to achieve their aim. Ask them to take out their notebook and start writing the paragraph. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask some students at random to share the paragraph they have written with the class.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**
Unit Name: Ants, Although, Admirable, Are Awfully Aggravating **Topic:** Creative Writing
Date: _____

Objective(s):

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

Creative Writing

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 18

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Write the title 'Success' on the centre of the board. Ask students to read the given title and tell five different words related to the title. The words can be goal, achievement, aim, target, beneficial, etc. Ask them to tell what do they understand by reading the title. Appreciate them for their responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to do some creative writing. Write the topic 'how you can be a successful student' on the board. Ask students to tell what do they understand by reading the topic. Encourage them to tell how they can be a successful student. Tell them that they have to set a goal to get success. They have to work hard. They should be punctual and honest. They should not lose hope and try their best to achieve their goal.

Activity 1:

Ask students to open their textbooks at page 18. Read statement from the 'Creative Writing' section. Ask students to write a paragraph on 'how you can be a successful student'. 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 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 some students at random to share the paragraph they have written with their classmates.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: Modern Inventions **Topic: Reading** **Date: _____**

Objective(s):

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

- Use pre-reading strategies to predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to guess meanings of difficult words from context.
- Read the text.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 19 and 20

Teaching & Learning Activities:

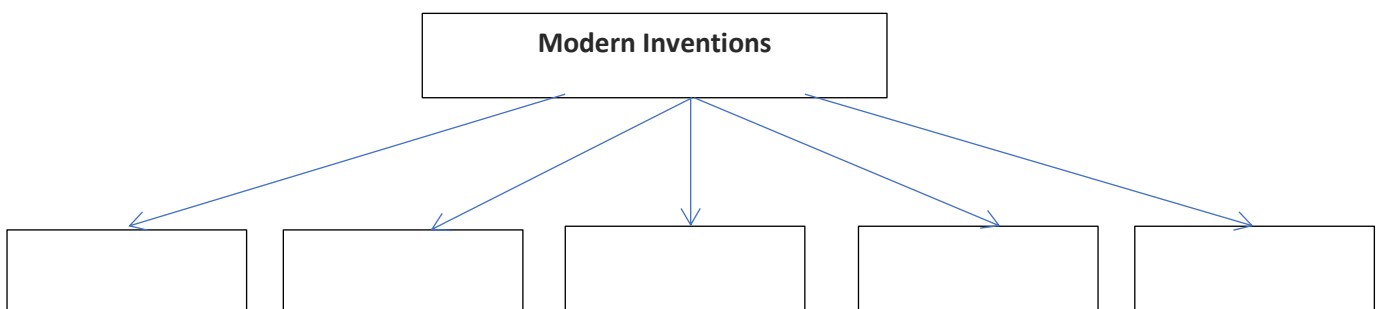
Opening Activities/Warm-up:

(5 min)

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

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

Write the title of the unit on the board and ask questions about it. Ask students to tell what do they understand by reading the title. 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 "Modern Inventions". Tell them that it's a unit about new inventions. Ask students to open their textbooks at page 19. Ask students to look at the given pictures given in 'Let's Get Started' and tell the names of these objects and also share their uses. Ask them to tell how technology has changed their lives. Encourage them to share the names of some recent inventions. Try to involve all students in the discussion.

Now ask students to open their textbooks at page 20. Ask them to look at the pictures given in the text and tell what the children are doing in them. Encourage them to tell what do they understand by looking at the pictures.

Model the text by reading with correct pronunciation and intonation. Explain to them that this unit is about different inventions like mobile phones, e-learning, electric vehicles, etc. Ask them to share the names of some modern inventions and their uses in everyday life. Humans are dependent on these inventions and life has become much easier than before. While reading the text, ask student question given in the while-reading box i.e. share the meanings of 'invention' and 'electronic'.

After 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	4		40 min

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

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

Homework: (2 min)

Read page 20 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: Modern Inventions

Topic: Long and Short Vowel

Date:

Objective(s):

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

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

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 21

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write some long and short vowel words on the board. Ask students to read the given words aloud with correct pronunciation. Now point to each word and ask students to tell is it a short or long vowel sound. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn long and short vowel sounds. Ask them if they know what long and short vowel sounds are. Also share some examples. Explain to them that when a vowel sounds like its name, it is called a long vowel sound. When a vowel does not sound like its name. It is called a short vowel sound. Ask them to open their textbooks at page 21. Read the statement (i) from the 'Phonics' section. Ask students to pronounce and spell the given words with short and long vowel sounds. Explain the concept by sharing more words and ask them to pronounce these words with correct pronunciation.

Activity 1:

Now read the statement (ii) from the 'Phonics' section. Ask students to read the given sentences given below. Circle the words with short vowel sounds and underline the words with long vowel sounds. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Appreciate the students who finish their work first to boost their confidence.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share more examples of short and long vowel sounds.

Homework:

(2 min)

Write five examples of each long and short vowel sounds in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: Modern Inventions

Topic: L/S

Date:

Objective(s):

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

Use appropriate expressions in conversation to express likes and dislikes.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 21

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Enter the class sharing your likes and dislikes with the students. Now draw two columns on the board. Write 'I like' in one column and 'I dislike' in the other column. Now ask students to come to the board and write their likes and dislikes in their respective columns. Try to involve maximum students to share their likes and dislikes. Pay special attention to the weak students. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read a dialogue about likes and dislikes. Ask students to open their textbooks at page 21. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue. Make pairs of students and ask them to role-play the given dialogue.

Activity 1:

Make pairs of students. Distribute sticky notes among the class. Now ask one student to tell the other student about his/her likes/dislikes and the other student will write the likes/dislikes 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.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share the name of their favourite subject with their classmates.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: Modern Inventions **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): expressing understanding of story through role play.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 22, sticky notes or 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'.

Make pairs of students. Distribute sticky notes among the class. Now ask each pair to write the names of some modern inventions with correct spelling. 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 lesson.

Write some questions related to the lesson on the board for their better understanding. Ask them to name some inventions mentioned in the lesson, what is the purpose of using a mobile phone, what do you understand by the term e-learning. Ask students to open their textbooks at page 22. 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. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

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

Homework: (2 min)

Learn the question answers.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: Modern Inventions **Topic: Pie Chart** **Date:** _____

Objective(s):

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

- Recognize how information is presented in a pie chart.
- Read to compare information given in a pie chart.
- Read tables and charts in textbooks.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 22 and 23

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Write the names of different indoor and outdoor games on the board. For example, hide and seek, cricket, basketball, ludo, etc. Now ask students to tell:

- How many students like to play hide and seek?
- How many students like to play cricket?
- How many students like to play ludo?
- How many students like to play basketball?

Write the number of students under each game. The game which is liked by mostly students will get the higher percentage. Clap for the whole class.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn pie chart. Ask them if they know what a pie chart is. Explain to them that a pie chart is used to display data and information in an easy-to-read 'pie-slice' format. Pie slices may vary according to the data collected. Show them some pie charts to reinforce their understanding. Ask them to open their textbooks at page 22-23. Read the statement (ii) from the 'comprehension' section. Tell students that the pie chart below shows the percentage of the way a group of students come to school in the morning. Guide students in reading the pie chart. Ask students to read the given pie chart and answer the questions given below. Explain to them that 36 % students come to school by school bus, 24 % by car, 13 % bicycle and 9 % by bike. 18 % students do walk to come to school in the morning. Now ask them to write the answers for the given questions on page 23 of the textbook. Encourage them to write the answers on their own. Ask them to write neatly with the correct spelling.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell what a pie chart is.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: Modern Inventions **Topic: Bar Graph** **Date: _____**

Objective(s):

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

- Recognize how information is presented in a bar graph.
- Read to compare information given in a bar graph.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write the names of different subjects on the board. For example, English, Mathematics, Science, Urdu, Social Studies, etc. Now ask students to tell:

- How many students like English subject?
- Whose favourite subject is Maths?
- How many of you like Urdu?
- How many students like Science or Social studies?

Write the number of students under each subject. The subject which is liked by mostly students will get the higher percentage. Clap for the whole class.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn bar graph. Ask them if they know what a bar graph is.

Explain to them that bar graphs show information by using bars to represent numbers. Show them some bar graphs to reinforce their understanding. Ask them to open their textbooks at page 23-24. Read the statement (iii) from the 'comprehension' section. Tell students that the bar graph given below shows the children's time (in percentage) spent doing different activities on the mobile phone. Guide students in reading the bar graph. Ask students to read the given bar graph and answer the questions given below.

Now ask them to write the answers for the given questions on page 23 and 24 of the textbook. Encourage them to write the answers on their own. Ask them to write neatly with the correct spelling.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell what a bar graph is.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 7

Unit Name: Modern Inventions

Topic: Thinking Skill + 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 Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

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

Main Activities/Concept Building:

(25 mins)

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

(Note: Guide students about 'Time to Think' activity given in the homework)

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)

Do activity of 'Time to Think' section on page 24 of the textbook in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name: The World of Today

Topic: Expressions/Anagrams/Missing letters

Date:

Objective(s):

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

- Use appropriate expressions in conversation to: show ability/ inability to do something
- Make anagrams from simple one/two syllable words
- Provide the missing letter in simple two/three syllable words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 24-25, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students at random to tell which tasks they can easily do and which tasks they cannot do. Ask them to share how do they express their ability or inability to do something at home and at school.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn expressions, anagrams and complete the missing letters.

Activity 1:

Ask students to open textbook at page 24. Read the statement (ii) from Vocabulary section. Tell them that we can use given expressions while expressing our ability or inability. Ask them to read and learn the given expressions. Ask them to use these expressions in their daily life.

Activity 2:

Explain the concept of anagrams in detail. Tell them that an anagram is a word or phrase formed by rearranging the letters of another word or phrase. Explain the concept by writing some examples on board. Read the statement (iv) from Vocabulary section. Ask them to read and learn the given anagrams. Read the statement (v) from Vocabulary section textbook page 25. Ask them to make anagrams from given words.

The correct answers are: silent-listen, lime-mile, read-dear, meat-team, plate-petal, peach-cheap

Activity 3:

Read the statement (vi) from Vocabulary section textbook page 25. Ask them to complete the given words. Guide them and help them if need be.

The correct answers are: steam, plums, swallow, planet, comics

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to make a list of five words with their anagrams.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Homework:

(2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Q.1 Complete the missing letters.

o__fice

ve__icles

poll__tion

de__ice

ed__cation

j____b

Q.2 Make anagrams with given words.

HEART E _ _ T _	ALERT _ A T _ _	BREAK B _ K _ _	CRATE _ _ A _ E
TACOS C _ _ _ T	ELBOW B _ L _ _	SMILE _ _ I _ E	BREAD _ E _ R _
HORSE S _ _ R _	LEAST _ _ E A _	PLATE P E _ _ _	SKATE S _ _ A _

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**
Unit Name: The World of Today **Topic:** Regular and irregular nouns **Date:**

Objective(s):

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

- Change the number of regular and irregular nouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 25, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some singular nouns on board and call some students at random. Ask them to write plural of these words. Note their responses. Ask them to share some examples of singular and plural nouns from their surroundings.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn regular and irregular nouns. Tell them that a singular noun names one person, animal, thing or place, whereas a plural noun names more than one person, animal, thing or place. There are two types of nouns: regular and irregular. We add -s and -es to form plurals of regular nouns. Most irregular nouns change their forms to make their plurals. Write some examples on board for their better understanding.

Activity 1:

Ask students to open textbook page 25. Read statement (i) of Grammar section. Read the given regular and irregular nouns. Note difference of their spellings. Ask them to learn them.

Activity 2:

Read statement (ii) of Grammar section. Read the given nouns. Ask them to change the given nouns into their plurals.

The correct answers are:

Lady-ladies-irregular

Life-lives-irregular

Chimney-chimneys-regular

Bag-bags-regular

Child-children-irregular

Knife-knives-irregular

Brunch-brunches-regular

Sum Up: (3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Assessment: (5 mins)

Ask students to share some examples of regular and irregular nouns.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Write plurals of given words.

child	
woman	
person	
baby	
story	
fly	
wish	
knife	
dress	
tooth	
shelf	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: The World of Today **Topic: Adjectives of Origin** **Date:** _____

Objective(s):

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

- Recognise and use adjective of origin.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share some adjectives from their surroundings. Write these adjectives on board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn adjective of origin. Tell them that adjectives of origin describe where something comes from. Write examples on board. Encourage them to share some more examples.

Activity 1:

Ask students to open textbook page 26. Read statement (iv) from Grammar section. Ask them to read the given sentences and notice the use of adjectives of origin.

Activity 2:

Read statement (v) from Grammar section. Ask them to write five adjectives of origin and use them in their sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some adjectives of origin.

Homework: (2 mins)

Ask students to make a list of ten adjectives of origin by using the internet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Reason/Comments:

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**
Unit Name: The World of Today **Topic: Action Words/Capitalization** **Date:**

Objective(s):

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

- Recognize and use more action verbs from extended environment including other subjects in speech and writing.
- Use capitalization according to the rules learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26, Worksheet, pictures from magazines

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in a circle. Bring some magazines to class and show them to students. Then ask students at random to share some action words from these pictures. Ask them to tell what is happening in these pictures. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn action words and capitalization.

Activity 1:

Ask students to open textbook page 26. Read statement (vi) from Grammar section. Have them recall that action words express a physical or mental action. Ask them to read the given sentences and notice the use of action words.

Activity 2:

Have them recall the rules of capitalization. Read statement (vii) from Grammar section. Ask students to read the given text carefully. Then ask them to add correct capitalization and rewrite the text in their notebook. Guide them and help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some sentences on board. Make pairs of students. Then call them at random and ask first student to circle an action word from that sentence. Ask other student to add correct capitalization to that sentence. Appreciate them at their correct responses.

Homework: (2 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Look at the given picture carefully. Write a paragraph on it. Then circle any three action words. Be careful to use correct capitalization and punctuation.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name: The World of Today **Topic:** Topic sentence and supporting sentences **Date:** _____

Objective(s):

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

- Analyse a simple paragraph to recognize that: a paragraph comprises a group of sentences that develop a single main idea
- the main idea of a paragraph is given in the topic sentence
- other sentences in the paragraph support the topic sentence

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26-27, Storybooks, Worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Bring some storybooks and give them to students. Ask them to read any paragraph from storybooks. Ask them to highlight any interesting sentence from that paragraph. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about main idea and supporting sentences of a paragraph. Tell them that a simple paragraph comprises a group of sentences that develops a single main idea. The main idea of a paragraph is given in the topic sentence. Other sentences in the paragraph support the topic sentence. Explain the concept by showing different paragraphs from different books. Explain in detail that why do we use topic sentences and where are topic sentences typically found.

Activity 1:

Ask students to open textbook at page 26. Read statement (i) from Writing section. Ask them to read the given paragraph carefully and notice the use of a topic sentence and supporting sentences.

Activity 2:

Get students into pairs. Provide them given worksheet 1. Ask them to complete the worksheet. Guide them and help them if need be.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell what is the topic sentence and supporting sentences.

Homework: (2 mins)

Ask students to solve the given worksheet 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet 1

Name: _____

Date: _____

Carefully read the paragraph below. Draw a square around the topic sentence and colour it red. Search for the supporting sentences and colour them green. Colour the concluding sentence yellow.

Horses come in many colours, shapes, and sizes. They are usually grey, black, white, brown, yellow, or red. They can be large, or they can be small. All horses have hard hooves, which protect their feet. These hooves are made out of the same material as your fingernails. A horse's job is determined by its size, speed, and power. Some horses are beasts of burden, used for the farm or pulling carriages. Other horses are used for sports, like racing or polo. There are many varieties of horses, called breeds. People have been breeding horses for thousands of years, and in many parts of the world they are still very useful animals and wonderful companions.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min



Worksheet 2

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Name: _____

Date: _____

Written Composition
Topic: My Favorite Toy



Read the topic above.

Insert a topic sentence and then add three supporting details.

Topic Sentence:

The topic sentence tells the main idea. It is what your paragraph is mostly about.

Supporting Details:

You supporting details help tell more about the main idea.

Detail 1:

Detail 2:

Detail 3:

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 6

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Unit Name: The World of Today **Topic:** Topic sentence and supporting sentences **Date:** _____

Objective(s):

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

- Analyse and use the above Organizing principles of paragraph writing to write a meaningful and unified paragraph

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26-27, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show some paragraphs to students and ask them to point out its topic sentence and supporting sentences. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about main idea and supporting sentences of a paragraph. Tell them that a simple paragraph comprises a group of sentences that develops a single main idea. The main idea of a paragraph is given in the topic sentence. Other sentences in the paragraph support the topic sentence. Explain the concept by showing different paragraphs from different books. Explain in detail that why do we use topic sentences and where are topic sentences typically found.

Activity 1:

Ask students to open textbook at page 27. Read statement (ii) from Writing section. Ask them to write a paragraph on the given topic. Guide them and help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell what is the topic sentence and supporting sentences.

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	4		40 min

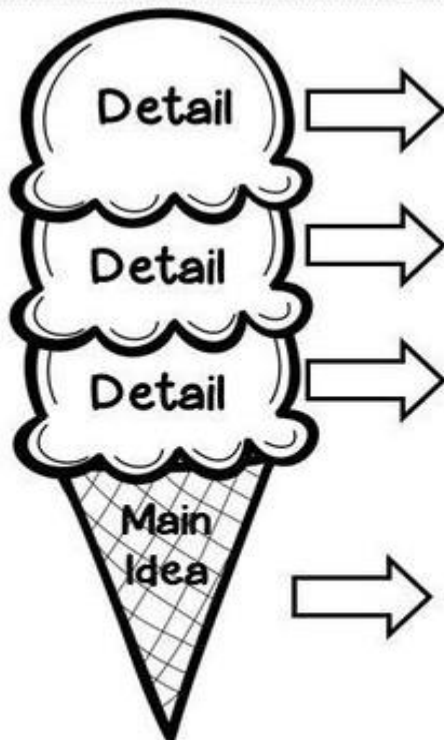
Worksheet

Name: _____

Date: _____

Directions: Read the following paragraph. Determine the main idea and write it beside the cone. Identify the three most important details and write them beside the scoops of ice cream.

Thunderstorms are dangerous. Every thunderstorm contains lightning, and lightning kills more people each year than tornadoes or hurricanes! Do you know what to do to remain safe during a thunderstorm? First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the National Weather Service recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard. Do not use telephones or electrical equipment. Avoid taking showers or baths. If you are unable to get safely inside a building, avoid taking cover beneath tall, isolated trees. Also avoid water, high ground, and metal objects. Knowing what to do (and what *not* to do) during a thunderstorm could save your life.



Information found on the Red Cross website: www.redcross.org

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 7**
Unit Name: The World of Today **Topic: Sequence Markers** **Date:** _____

Objective(s):

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

- Analyse and use sequence markers, (e.g. first(ly), second(ly), then, next, etc).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 27, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask them to share their daily routine in order. Ask them to tell which thing they do usually first and last in their routine. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn sequence markers. Tell them that sequence markers are words that organise our writing, such as first, second, after that and finally. We often use sequence markers when we give instructions, describe a process or tell stories. Explain the concept by sharing some more examples.

Activity 1:

Ask them to open the textbooks at page 27. Read the given statement (iii). Ask them to read the given text and notice the use of sequence markers.

Activity 2:

Read the given statement (iv). Ask them to write a paragraph on the given topic by using sequence markers. Guide them in using sequence markers correctly. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them to tell some sequence markers with their sentences.

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	4		40 min

Worksheet

Name: _____

Date: _____

For each box:

- 1) Number the order of events (1,2,3,4, etc...)
- 2) Put the word, **FIRST**, in the first step of the order of activities.
- 3) Use **THEN** or **AFTER THAT** for the next steps.
- 4) Put the word, **FINALLY**, in the last step of the order of activities.

		he comes home from school.
		he goes to his classes at school.
		he does his homework.
		he goes to bed.
		Kyle wakes up in the morning.

		we eat dinner.
		we get home from work.
		we wash the dishes.
		we cook the food.
		we watch TV after the dishes.

		we ate the cookies.
		we gathered the ingredients.
		we baked the cookies dough.
		we made the cookie dough.
		we decide to make chocolate chip cookies.

		she relaxes after school and watches TV.
		she goes to school.
		she eats dinner.
		she goes to bed.
		she does her homework before dinner.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Unit Name: The World of Today

Topic: Creative writing

Date:

Objective(s):

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

Creative writing

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 27

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".

Discuss some benefits of science and technology with students. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do creative writing.

Activity 1:

Ask them to open textbook page 27. Read the statement. Ask them to write a paragraph on the benefits of internet. Brainstorm their ideas. Guide them in writing a paragraph. Write some vocabulary words for their help. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to say some sentences about benefits of internet.

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	4		40 min

Worksheet

Name: _____

Date: _____

Write names of any five inventions of science. Also write their uses.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: Review 1 **Topic: Revision** **Date:** _____

Objective(s):

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

- Review the concepts.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 28

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 some students to share names of some concepts they had read in previous units. Ask them to share some silent letters, digraphs and trigraphs.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise the concepts.

Activity 1:

Ask students to open textbook page at 28. Then read statement (i) from Oral communication section. Ask them to write two words starting with each given vowel. Guide them in writing words. Help them if need be. The correct answers are:

A: apple, arm

E: egg, elephant

I: iron, ice

O: owl, orange

U: urn, under

Activity 2:

Ask students to complete activity (ii) from Oral communication. Ask them to circle the silent letter in each given word. The correct answers are: answer=w, wrapper=w, lamb=b, design-g, listen=t

Activity 3:

Get students into pairs and ask them to introduce themselves and their family. Then engage students in discussion. Ask them to express their likes about their favourite past time. Appreciate them at their active participation.

Activity 4:

Ask students to complete activity (ii) from Reading and critical thinking section. Ask them to write words relevant to given digraphs, trigraphs and silent letters. The correct answers are:

Digraphs: ship, sheep, three, thumb

Trigraphs: match, catch, smudge, grudge

Silent letters: comb, lamb, write, wrap

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some words with silent letters, digraphs and vowels.

Homework: (2 mins)

Ask students to complete activities (ii) and (iii) textbook page 28.

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	4		40 min

Term: 1 Periodic Unit: 2 Week: 2 Lesson Plan: 3
Unit Name: Review 1 Topic: Revision Date: _____

Objective(s):

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

- Review the concepts.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 29-30

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle and revise some concepts of vocabulary, grammar and writing section of previous units.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise the concepts.

Activity 1:

Ask students to open textbook page at 29. Then read statement (i) from Aspects of Language section. Ask them to make anagrams of the given words. Help them if need be. The correct answers are: heart, care, rat, shrub

Activity 2:

Ask them to read statement (ii) from Aspects of Language section. Ask them to complete the missing words. The correct answers are: unconscious, pleasure, strong, communicate, celebrate, cheaper

Activity 3:

Ask them to read statement (iii) from Aspects of Language section. Ask them to read the given sentences carefully. Guide them in completing the activity. The correct answers are:

Countable nouns: cats, bottle, book, table, pond

Uncountable nouns: milk, water

Activity 4:

Ask them to read statement (v) from Aspects of Language section. Ask them to read the given sentences carefully. Help them in completing the activity. The correct answers are:

Yellow=adjective of colour, two=adjective of quantity, beautiful=adjective of quality, tall=adjective of size

Activity 5:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Ask them to read statement (vi) from Aspects of Language section. Ask them to read the given sentences carefully. Help them in completing the activity. The correct answers are: brushes, children, babies, geese, shirts, women, thieves, sheep, mice, wives

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students to share some examples of adjectives, regular and irregular nouns and action words.

Homework: (2 mins)

Ask students to complete activities (vi) from Aspects of Language and (i) (ii) from Writing section.

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	4		40 min

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

Unit Name: Muhammad Ali **Topic: Reading** **Date:** _____

Objective(s):

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

- Use pre-reading strategies to:
- predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: guess meanings of difficult words from context.
- Read the text

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 31-32

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask them to share which sports and games they like to play the most. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 4 'Muhammad Ali-The Greatest Boxer'. Ask them to open the textbooks at page 30. Read the title of unit aloud. Ask them to look at the given pictures carefully. Ask them to tell which sports are the children playing in both pictures. Ask them to discuss about their favourite sports and share their favourite sportsman.

Activity 1: .

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that the text they are reading is a biography. Explain some of the important features of a biography. Ask them to guess the meaning of 'buoyant'. Share more information about Muhammad Ali.

Activity 2:

Get students into groups and ask them to read the text aloud with correct pronunciation.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to read some sentences from text.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Paste picture of your favourite sportsman and write a short paragraph about it.



f 75

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 5**
Unit Name: Muhammad Ali **Topic: Diphthongs** **Date:**

Objective(s):

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

- Pronounce and practice diphthongs as they occur in practice items and sentences in reading lessons and in speech.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 33, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some diphthongs on the board and ask students to read them and share some words with them.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read diphthongs. Tell them that a diphthong is a sound made by combining two vowel sounds. It starts as one vowel sound and moves towards another. Share some words with diphthongs for their better understanding.

Activity 1:

Ask students to open textbook at page 33. Read the statement (i) from Phonics section. Ask them to read given diphthongs and their words with correct pronunciation. Then ask them to write two more words with given diphthongs.

Activity 2:

Read the statement (ii) from Phonics section. Ask them to read the text of unit carefully and circle any five words with diphthongs.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Write some diphthongs on colourful sticky notes and fold them. Then put them in a jar. Call students at random and ask them to pick any sticky note and share a word with that diphthong.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

DIRECTIONS: Find the right words in the Word Bank. Write the word that matches each picture on the line. Then use the circled words to fill in the blanks in the sentences below.

WORD BANK

our royal

sauce oil

pain rail

yawn toast

clown jam

1. The queen is part of the _____ family.

2. Don't drip _____ on the driveway.

3. It is impolite to _____ without covering your mouth.

4. We saw a _____ at the circus.

5. I like extra _____ on my pizza.



Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 6

Unit Name: Muhammad Ali

Topic: Listening and speaking

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Objective(s):

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

- Use appropriate expressions in conversation to: express needs and feelings

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 33

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Ask them to share how do they express to their parents when they need anything. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn how to express their needs and feelings. Tell them that we use polite words while expressing our needs and feelings.

Activity 1:

Ask students to open textbook at page 33. Read the given statement from listening and speaking practice. Ask them to read the given dialogue and notice the use of expressions of needs and feelings.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Get students into pairs and ask them to lend any storybook by using expressions of need and feelings.

Homework:

(2 mins)

Ask students to practice the dialogue.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 7

Unit Name: Muhammad Ali

Topic: Question/answers

Date:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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 pages 33-34

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have recall some important points of unit. Ask different questions about text from them:

Which sports was played by Muhammad Ali? From which country Muhammad Ali belong to?

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do questions answers of the unit.

Activity 1:

Ask them to open the textbooks at page 33. Read the given statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook.

The correct answers are:

- He was born on January 17, 1942 in Louisville, Kentucky.
- He was an agile and active mind, a buoyant personality and had endless self-confidence.
- He went to Rome to participate in Summer Olympics after completing his education.
- He won many famous titles of his time and had best fighting skills. So, he was titled as the 'Best sportsman of the century'.
- He had a record of 56 wins and 5 losses with 37 knock outs.
- I want to become a doctor in future life.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask questions from students and ask them to share their correct answers.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Reason/Comments:

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Unit Name: Muhammad Ali **Topic:** Mind map/Gapped summary/critical thinking **Date:** _____

Objective(s):

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

- Use summary skills to mark important points and develop a mind map to summarize a text.
- Provide the missing information in a gapped summary.
- Reading and critical thinking

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 34

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 a mind map of biography of Muhammad Ali in the board with the help of students. Discuss it with students.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about mind mapping and gapped summary.

Activity 1:

Ask them to open textbook page 34. Tell them that mind mapping is a way of thinking to create good ideas. We use it to put our ideas together in the form of diagram. Read the statement (ii) from Comprehension section. Ask them to read the given mind map. Discuss it with students and ask them about their favourite personalities. Brainstorm their ideas.

Activity 2:

Tell them about gapped summary. Read the statement (iii) from Comprehension section. Ask students to complete the given summary with help of given word bank. Guide them in completing the summary. Check their work side by side and help them if need be. The correct answers are: Boxer, Kentucky, American, three, showbiz, Rome, gold

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make two groups of students. Ask them to think about their favourite school activities. Ask them to discuss their ideas with their groups. Then call students at random from each group to fill the mind map on board. Appreciate them for their active participation.

Homework: (2 mins)

Ask students to complete the activity given in 'Time to think section'.

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Unit Name: Muhammad Ali

Topic: Words meanings/ Expressions

Date:

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Use appropriate expressions in conversation to: respond to instructions and directions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 35, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some difficult words from text on board and ask students to guess their correct meanings. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn words meanings and expressions to respond to instructions and directions.

Activity 1:

Ask students to open textbook page at 35. Then read statement (i) from Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Activity 2:

Read statement (ii) from Vocabulary section 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 35. Ask them to practise the given dialogues given at page 35 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.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share meanings of words.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Use the given words in your sentences.

Agile:

Knock out:

Recognisable:

Participate:

Fighter:

Greatest:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 3**
Unit Name: Muhammad Ali **Topic Parts of Speech** **Date:**

Objective(s):

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

- Identify in text, and change part of speech in a given word.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 35-36, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some words from text on board and ask students at random to tell which part of speech they belong to.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn parts of speech. Tell them that all words belong to different groups called parts of speech according to the part they play in a sentence. Explain the concept in detail. Write examples on board. Ask students to share some examples of different parts of speech. Appreciate them at their active participation.

Activity 1:

Ask students to open textbook page at 35. Then read statement (iii) from Vocabulary section. Ask them to read given parts of speech with their words.

Activity 2:

Ask students to open textbook page at 36. Ask them to read statement (iv) from Vocabulary section. Ask them to write words in their relevant columns. The correct answers are:

Nouns: boxer, medal, Rome

Verbs: remained, titled, won

Adjectives: greatest, active, gold

Pronouns: he, his

Conjunctions: and, whereas, because

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some sentences on board and ask them to tell their parts of speech.

Homework: (2 mins)

Ask students to complete given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Read the sentence. What kind of word is underlined?
Color in the bubble next to the correct answer.

1. The teacher's shoes are red.

☐ noun

☐ adjective

☐ verb

2. I always walk to school.

☐ noun

☐ adjective

☐ verb

3. The cat sleeps all day.

☐ noun

☐ adjective

☐ verb

4. He had a green ball.

☐ noun

☐ adjective

☐ verb

5. Grandma baked cookies.

☐ noun

☐ adjective

☐ verb

Activate W
Go to Settings

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

Unit Name: Muhammad Ali Topic: Nouns Date: _____

Objective(s):

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

- Recognize and use nouns with no change in number.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 36, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Encourage them to say, "Alhamdulillah".

Ask them to share some examples of nouns with their plurals. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the nouns with no change in number. Tell them that some nouns are the same for both singular and plural forms. Write examples on board by using these nouns in sentences as both singular and plural. Ask students to share some examples.

Appreciate them at their correct responses.

Activity 1:

Ask students to open textbook page at 36. Then read statement (i) from Grammar section. Ask them to read given singular nouns with their plurals. Ask them to learn them.

Activity 2:

Read statement (ii) from Grammar section. Ask them to use any three above nouns in their own sentences in their notebook. Guide them in using these nouns correctly. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share some examples of nouns with no change.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

A few **nouns** do not change in their **plural** form.



One	More Than One
deer	deer
fish	fish
moose	moose
scissors	scissors
sheep	sheep

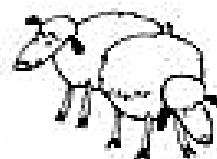
Look at the picture clues. Write the missing **plural noun** in each sentence.

Many _____ live in the park.



Luis saw two _____ in the woods.

The _____ eat grass.



Feed the _____ before lunch.

Use _____ to cut paper.



Term: 1 Periodic Unit: 2 Week: 3 Lesson Plan: 5
Unit Name: Muhammad Ali Topic: Articles Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Objective(s):

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

- Choose between a or an before words that start with mute consonant letters.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 36-37, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some words on board. call students ta random and ask them to write a correct article with that word.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn articles. Tell them that some consonants are not pronounced at the beginning of a word. They are called mute consonant letters. We put 'a' or 'an' with these words focusing on the second sound of the letter. Share some examples to reinforce the concept.

Activity 1:

Ask students to open textbook at page 36. Read the statement (iii) from Grammar section. Ask them to read the given phrases and notice the use of articles with mute consonant letters.

Activity 2:

Read the statement (iv) from Grammar section. Ask them to read the given sentence and write correct articles. Check their work side by side. Help them if need be. The correct answers are: a, an, a, an, an

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask some students at random to write some words by using correct article.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 6

Unit Name: Muhammad Ali

Topic: Prepositions

Date:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Objective(s):

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

- Use some words showing position.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 37, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write a sentence on the board that is missing a preposition (i.e., The dog sits the table.) Ask students what is wrong with the sentence (e.g., it's missing a word; it doesn't make sense). Explain that, in this sentence, it is unclear how the dog and the table are related to one another. Draw a picture of a dog under a table, and ask the students to use the picture to decide what word should be added to the sentence to make it clearer. Call a student to come up to the board and rewrite the correct sentence (i.e., The dog sits under the table.) Underline the word under in the new sentence and explain that this word is a preposition.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn prepositions. Tell them that preposition of position indicates where something is for example, around, up, under, behind, below. Use some of the position words in your sentences for better understanding of the concept.

Activity 1:

Ask students to open textbook at page 37. Read the given statement (v) from grammar section. Ask them to read the given position words and their sentences.

Activity 1:

Read the statement (vi) from Grammar section. Ask them to use given position words in their sentences. Guide them in using position words correctly. Help them if need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students ta random and ask them to share some position words with their sentences,

Homework:

(2 mins)

Ask students to complete 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	4		40 min

Worksheet

Name: _____

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Look at the given picture carefully. Fill in the blanks with the correct prepositions from the box given below.

in	behind	beside	under	on	between	in front of
----	--------	--------	-------	----	---------	-------------



1. The dog is _____ the bed.
2. The bed is _____ study table and a drawer.
3. The lamp is _____ the study table.
4. The books are _____ the yellow box.
5. The cat is _____ the computer.
6. The boxes are _____ the bed.
7. The study table is _____ the bed.

Term: 1 Periodic Unit: 2 Week: 3 Lesson Plan: 7
Unit Name: Muhammad Ali Topic: Helping Verbs Date: _____

Objective(s):

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

- Recognize helping verbs as aiding the main verbs.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 37, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some main and helping verbs on the board. Call students at random and ask them to circle helping verbs. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn helping verbs. Tell them that verbs which come before main verbs are called helping verbs. They help the main verb in a sentence. Share some sentences by using the helping verbs.

Activity 1:

Ask them to open the textbooks at page 37. Read the given statement (vii) from Grammar section. Ask them to read the given sentences and notice the use of main and helping verbs.

Activity 2:

Read the given statement (viii) from Grammar section. Ask them to read the given sentences. Then ask them to underline the helping verbs and circle the main verbs.

The correct answers are:

Main verbs: sleep, drinking, feeling, bought, watching

Helping verbs: did, is, am, has, were

Activity 3:

Read the given statement (ix) from Grammar section. Ask them to use the given helping verbs in their own sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some sentences on board. Call students at random and ask them to circle helping verbs from them.

Homework: (2 mins)

Ask students to complete the given worksheet.

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	4		40 min

Name: _____

Date: _____

Underline the main verbs and circle the helping verbs.

- It might rain tomorrow.
- Have you seen my keys?
- Where will you move to?
- They are thinking about a change in venue.
- We would like to go with you tomorrow.
- He is working at the mall this week.
- I do not want you to get sick.
- Could you help him with that?
- He might listen to you.

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Unit Name: Muhammad Ali

Topic: Capitalization

Date: _____

Objective(s):

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

- Recognize and apply capitalization to the initial letter of proper nouns: names of holidays, special events, and groups.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 38, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some sentences on board without adding capital letters. Then call students at random and ask them to add correct capital letters. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn more rules of capitalization. Tell them that the names of holidays, groups, and events are proper nouns. They start with capital letters. Write some examples on board by using capital letters.

Activity 1:

Ask them to open textbook page 38. Read the statement (x) from Grammar section. Ask them to read the given sentences carefully. Ask them to notice the use of capital letters in these sentences.

Activity 2:

Read the statement (x) from Grammar section. Ask them to rewrite the given sentences by adding correct capital letters in their notebook. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share some examples.

Homework: (2 mins)

Ask students to complete given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Correct the capitalization:

yesterday, my mom and i went to the zoo. i was excited that i would see some amazing animals. i did not know that so many people went to the zoo on a saturday. the place was full. for a small town like ali town, it was surprising. after the zoo, mom and i went to eat at denny's. it is a family restaurant where children eat for free on saturdays. today was my lucky day! after dinner, we went to the bookstore and i bought a new book, the rabbit. when i got home, i wrote in my diary: saturday, march 22 was a great day!



Term: 1 Periodic Unit: 2 Week: 4 Lesson Plan: 2
Unit Name: Muhammad Ali Topic: Descriptive writing Date: _____

Objective(s):

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

- Write simple descriptive paragraphs.
- Use appropriate vocabulary and tense to write a simple paragraph by Giving description of a person/ object/ place

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 38, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call a student in front of the class. Ask the student to close his/her eyes. Instruct others students not to say the name of the object. Hold one object from the list and ask him/her to touch, smell, feel, taste, the object to guess what it is (Possible answer: dirty, sour, hard, nice, smooth, rough, long, sharp, sweet, etc.) He/ she give words to describe the object till he guesses it correctly. Write the words on the board. Repeat this activity with other students as well with other objects and write the descriptions on the board. (red, yellow, brown, pink, small, sweet, and sour, metallic, cylindrical, etc. now do the same with the whole class with open eyes. Add to the description of the objects. Tell them that five senses are used to describe the objects effectively.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn descriptive paragraph writing. Tell them that a descriptive paragraph describes a person, place or thing. For example, a descriptive paragraph explains how a person looks or how a person may behave. This type of paragraph can also explain the way a place or object appears. A descriptive paragraph: creates a word picture. It often includes details that appeal to the five senses and that suggest the mood of the writer. When we describe something, we use adjective (describing words e.g. tall, short, intelligent, beautiful, colourful, smart, weak, etc. When writing a descriptive paragraph try to use your five senses. We convey to the reader how something looks, feels, tastes, sounds and smells. We use transitional words (Examples of transitional words may include first, second, last or next) to connect our sentences. These types of words organize and link our elements of the paragraph together.

Activity 1:

Ask students to open textbook page at 38. Then read statement (i) from Writing section. Ask them to read the given features of a descriptive paragraph. Explain the features by showing them different descriptive paragraphs.

Activity 2:

Read statement (ii) from Writing section. Ask them to write a descriptive paragraph on the given topic. Ask them to keep in mind the structure of descriptive paragraphs. Guide them to write correctly. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Assessment: (5 mins)

Paste a picture on board. then ask students to share some sentences to describe that picture.
Note their responses.

Homework: (2 mins)

Ask students to complete the given worksheet.

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	4		40 min

Name: _____

Date: _____

Choose one of the questions below and write your own paragraph answering the question.

1. If you could invent a new toy what kind of toy would you create and why?
2. Why is it important to be honest and not lie?
3. What do you want to be when you grow up and why?



Draw a picture to go with your answer in the box below.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**
Unit Name: Muhammad Ali **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 pages 38, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle and ask them to share which sports and games do they usually like to play with their friends.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do creative writing.

Activity 1:

Ask students to open textbook page at 38. Then read statement from Creative Writing.

Ask them to write a paragraph on their favourite sports and also write why do they like it. Ask them to brainstorm their ideas first and note down their ideas. Write some vocabulary on board for their guidance. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some sentences from their paragraph with class.

Homework: (2 mins)

Ask students to complete 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	4		40 min

Worksheet

Name: _____

Date: _____



Creative Writing



Sports

Complete the sentences below.




1. My favorite sport is _____ because

2. I like to play my favorite sport with _____

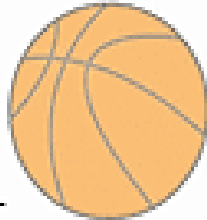
3. To play my favorite sport I need to use _____

4. The person who taught me to play sports is _____

5. Playing sports makes me feel _____

6. The hardest part of playing sports is _____

7. The most fun part of playing sports is _____



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: The Wind **Topic: Reading** **Date: _____**

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Recite poems with actions.
 - Read aloud for accurate reproduction of sounds of letters and words.
 - Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 39-40, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask them to share which weather do they like the most. Ask them to share some sentences about present weather. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read unit 5 'The Wind'. Ask them to open the textbooks at page 39. Read the title of unit aloud. Ask them to look at the given pictures carefully. Ask them to describe the weather in each picture. Which type of clothes do you wear in hot weather.

Activity 1:

Model the poem with correct pronunciation and intonation. Help and encourage students to read the text. Ask them to read aloud the poem themselves for an accurate reproduction of sounds of letters and words. Guide them through applying punctuation rules to assist accuracy and fluency. Also share meanings of difficult words for their better understanding. Describe the theme of poem.

Activity 2:

Get students into groups and ask them to read the poem aloud with correct pronunciation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to read some lines from poem.

Homework:

(2 mins)

Ask students to complete the given worksheet.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Complete the sentence with the correct weather word.



It's a _____ day.

It's a _____ day.



It's a _____ day.

It's a _____ day.



It's a _____ day.

It's a _____ day.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

Unit Name: The Wind **Topic: Consonant clusters** **Date:** _____

Objective(s):

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

Recognise and pronounce with reasonable accuracy, common three consonant clusters in initial positions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 41, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some consonant clusters on the board and ask students to read them and share some words with them.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read consonant clusters. Tell them that a consonant cluster is a group of two or three consonants in a word with no vowels. Each consonant retains its sound. Encourage students to share some examples. Note their responses.

Activity 1:

Ask students to open textbook at page 41. Read the statement (i) from Phonics section. Ask them to read given consonant clusters in initial position and their words with correct pronunciation.

Activity 2:

Read the statement (ii) from Phonics section. Ask them to read the given words and circle the consonant clusters. The correct answers are:

Scream-scr, stream-str, three-thr, sprinkle-spr, split-spl, scratch-scr

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some consonant clusters on colourful sticky notes and fold them. Then put them in a jar. Call students at random and ask them to pick any sticky note and share a word with that cluster.

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	4		40 min

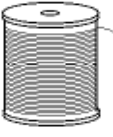
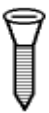
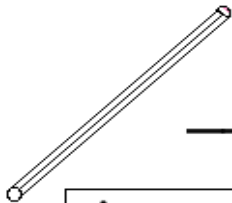
Worksheet

Name: _____

Date: _____

Fill in the given blanks by writing correct consonant blends.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

 _____imp spl spr str shr	 _____ead thr spr str scr
 _____awberry shr spr str scr	 _____rew thr spr str scr
 _____eak thr spr str scr	 _____eet thr spr str shr
 _____ow thr shr str spl	 _____oll thr spl str scr
 _____ewdriver shr spr str scr	 _____aw thr spr str scr

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Term: 1 Periodic Unit: 2 Week: 4 Lesson Plan: 6
Unit Name: The Wind Topic: Listening/speaking/Question answers Date:

Objective(s):

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

- Use appropriate expressions in conversation to: express opinions

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

- Use critical thinking to respond to the text (post reading): Relating what is read to their own feelings and experiences

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 41

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in a circle. Ask them to share their opinion about their favourite weather.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to express their opinions and do question answers. . Tell them that we use polite words while expressing our opinions.

Activity 1:

Ask students to open textbook at page 41. Read the given statement from listening and speaking practice. Ask them to read the given dialogue and notice the use of expressions of opinion.

Activity 2:

Read the given statement from Comprehension Time. Ask them to read the given questions one by one. Ask them to share the expected answers to the given questions and write the correct answers in their notebook. Then share correct answers of the given questions.

The correct answers are:

- No one sees the wind according to the poet.
- The leaves hang trembling because the wind passed through these leaves.
- The trees bow down their heads when the wind passed by.
- The central idea of poem is that things that we cannot "see" may still impact us at varying levels.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Get students into pairs and ask them to share their opinion about how do they like to spend their summer holidays.

Homework: (2 mins)

Ask students to practice the dialogue.

The

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**
Unit Name: The Wind **Topic: time/critical thinking/words meanings** **Date: _____**

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Objective(s):

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

- Locate specific information in a quarter to and quarter past clock.
- Reading and critical thinking.
- Memorise the vocabulary words with their meanings.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some difficult words from poem on the board. Ask students at random to guess their correct meanings. Appreciate them at their correct responses.

Call students at random and ask them to look at their watches and tell time. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about time, do activity of critical thinking and learn words and meanings.

Activity 1:

Ask them to open the textbooks at page 42. Read the given statement (ii) from Comprehension section. Ask them to look at the given clocks and read the given information. Share more examples of quarter past and quarter to by using a clock.

Activity 2:

Read the statement (iii) from comprehension section. Encourage them to look at the given clocks and write correct time. Help them if need be.

Activity 3:

Read the statement (i) from Vocabulary section. Ask students to read and learn given words and meanings. Ask them to share sentences of these words. Encourage them to use these words in their daily conversation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Show a clock to students and ask them to tell correct time. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to complete the given activity in 'Time to Think'.

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name: The Wind

Topic: Synonyms and Antonyms

Date:

Objective(s):

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

- Locate, provide and use words similar and opposite in meaning.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 43, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students at random to tell anything about the following: Big in the class / anything small in the class. Clean in the class / anything dirty in the class. Dull / black / white / colourful in the class. New in the class / anything old in the class. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn synonyms and antonyms. Tell them that words having the same meanings are called synonyms and words having the opposite meanings are called antonyms. Write the following words on the board.

Old, long, difficult, big, hard, tall, heavy, new, small, beautiful, cold, short.

Ask students to work in groups and tell the words and their opposite from the given list of words. Once the students have done with the opposite, discuss similar meanings of the words with them. Let the students guess. Help when required. Ask the students to note down the similar and opposite meaning words in their notebooks side by side.

Activity 1:

Ask them to open textbook page 43. Read the statement (ii) from Vocabulary section. Ask them to read the given words with their synonyms and antonyms.

Activity 2:

Read the statement (iii) from Vocabulary section. Ask them to write correct synonyms and antonyms. The correct answers are:

Respect: synonym-regard, antonym-disrespect

Profession: synonym: career, antonym-refutation

Dignity: synonym-nobility, antonym-informality

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Write some words from poem on the board and ask students at random to tell synonyms and antonyms.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Homework: (2 mins)

Ask students to complete the activity given in 'Time to think section'.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

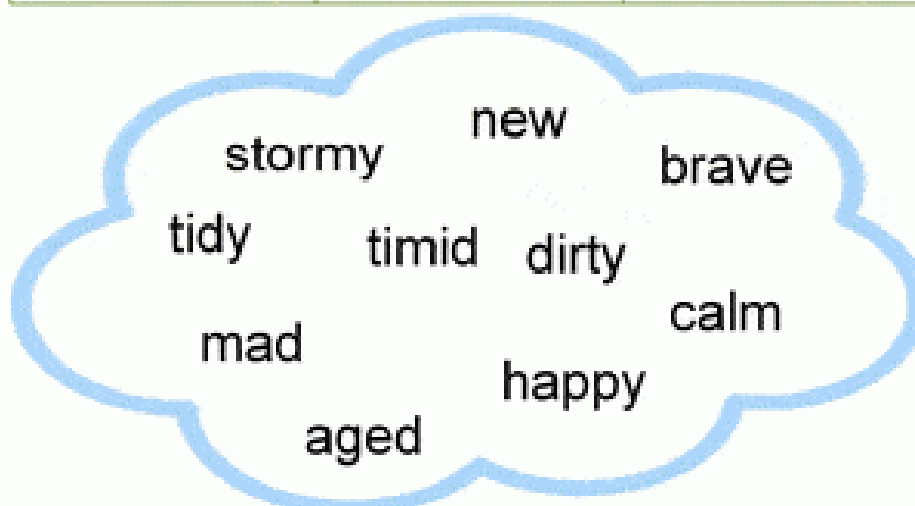
Worksheet

Name: _____

Date: _____

Look at the words in the first column. Write a synonym and an antonym for each. Use the words in the cloud.

	Synonyms	Antonyms
angry		
shy		
windy		
old		
clean		



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**
Unit Name: The Wind **Topic: Gender Nouns** **Date: _____**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 43-44, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students, "How many males and females are there in their house?" After taking their feedback write some masculine and feminine genders on the board, as; husband, grandmother, father, heroine, gentleman, brother, hen, etc. Ask them to tell the related gender of each word and write it on the board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn gender nouns. Tell them that a masculine noun refers to the male gender. A feminine noun refers to the female gender. A neuter noun refers to things that are neither male or female. Ask them to share the examples.

Activity 1:

Ask students to open textbook page 43. Then read statement (i) from Grammar section. Then ask them to read and learn given gender nouns.

Activity 2:

Read statement (ii) from Grammar section. Ask them to classify the given nouns and write them in their correct columns.

The correct answers are:

Masculine: bull, uncle, man, sir, nephew

Feminine: queen, niece, hen, grandma, princess

Neuter: mirror, keys, picture, table, bowl

Activity 3:

Read statement (iii) from Grammar section. Ask them to write feminine nouns of masculine nouns. The correct answers are: sister-woman, vixen, niece-girl

Sum Up: (3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Assessment: (5 mins)

Call students at random and ask them to share some examples of gender nouns with their sentences.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Read the given text and circle gender nouns. Then write them in their correct columns.

My sister attended a birthday party, last sunday. Her friend Maryam, celebrated her 9th birthday. Her mom baked a cake for her. Her dad brought pizzas and dinks for birthday party. Her uncle gave a new beautiful watch. Her grandmother gave a beuatiful pink dress to her. Her cousins helped them to put up the balloons and decorations for the party.

Masculine	Feminine	Neuter

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min



Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**
Unit Name: The Wind **Topic Preposition** **Date: _____**

Objective(s):

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

- Use some words showing time.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 44, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and revise some concepts of vocabulary, grammar and writing section of previous units.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn preposition of time. Tell them that a preposition of time helps us to discuss a specific time period such as a date on the calendar, one of the days of week, or the actual time when something happens. Share some sentences by using these prepositions. Encourage them to share some sentence by using them in their own sentences correctly.

Activity 1:

Put random times on slips of paper including years, months, specific dates and times. Each student takes a turn drawing one of the times. He must then tell the class what he was doing at that time and must choose the correct preposition of time to express himself. Examples: I was vacationing in June. I was studying on Sunday. I was eating lunch at noon.

Activity 2:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Ask them to open textbook at page 44 and read statement (iii) from Grammar section. Ask them to read the given sentences and notice the use of preposition.

Activity 3:

Read statement (iv) from Grammar section. Ask them to write sentences by choosing any five prepositions.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to

Homework: (2 mins)

Ask students to complete given worksheet.

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	4		40 min

Name: _____

Date: _____

Circle the preposition which best completes the sentence.

1. Ann would like to get a pink bag **ON** **AT** her birthday.
2. There weren't any computers **ON** **IN** the 18th century.
3. We often go to the park **IN** **ON** Sunday mornings.
4. I arrived home **ON** **AT** midnight.
5. My grandparents were born **ON** **IN** the sixties.
6. My dad wakes up **IN** **AT** sunrise and go running.
7. Farmers harvest mangoes **ON** **IN** summer.
8. The stars shine **AT** **ON** night.

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

Unit Name: The Wind **Topic: Adjectives** **Date: _____**

Objective(s):

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

- Articulate, identify and use degrees of regular adjectives.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 45, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Encourage them to say, "Alhamdulillah".

Ask them to share some examples of adjectives. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read degrees of adjectives. Tell them regular adjective take 'er' and 'est' to make comparative and superlative adjectives. Comparative adjectives compare two things using 'than'. Superlative adjectives compare three or more things. Write some examples on board.

Activity 1:

Ask students to open textbook at page 45. Read the statement (vi) from Grammar section. Ask them to read and learn the given degrees of adjectives.

Activity 2:

Read the statement (vii) from Grammar section. Ask them to complete the given activity.

Appreciate them at their correct responses. The correct answers are:

Close-closer-closest

Sweet-sweeter-sweetest

Bright-brighter-brightest

Busy-busier-busiest

Larger-larger-largest

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to write some adjectives with their degrees on board.

Homework: (2 mins)

Ask students to complete the given worksheet.

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	4		40 min

Name: _____

Date: _____

Complete the given table of adjectives.

Positive Adjective	Comparative Adjective	Superlative Adjective
tall		
huge		
large		
strange		
wise		
narrow		
great		
close		
fast		
simple		

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 5

Unit Name: The Wind

Topic: Paragraph writing /Brainstorming

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Objective(s):

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

- Write a guided paragraph using ideas gathered and organized through various strategies.
- Use some strategies to gather ideas for writing, such as brainstorming

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 45-46, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to discuss their favourite season and why do they like it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write a paragraph with help of brainstorming.

Activity 1:

Ask students to open textbook at page 45. Read the statement (i) from Writing section. Ask them to look at the given pictures carefully and tick their favourite season. Ask them to fill in the given mind map about their favourite season. Write some vocabulary words on board for their help. Guide them if need be.

Activity 2:

Read the statement (ii) from Writing section. Ask them to write a paragraph by using the information of mind map. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students ta random and ask him/her to share some sentences about their favourite weather.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

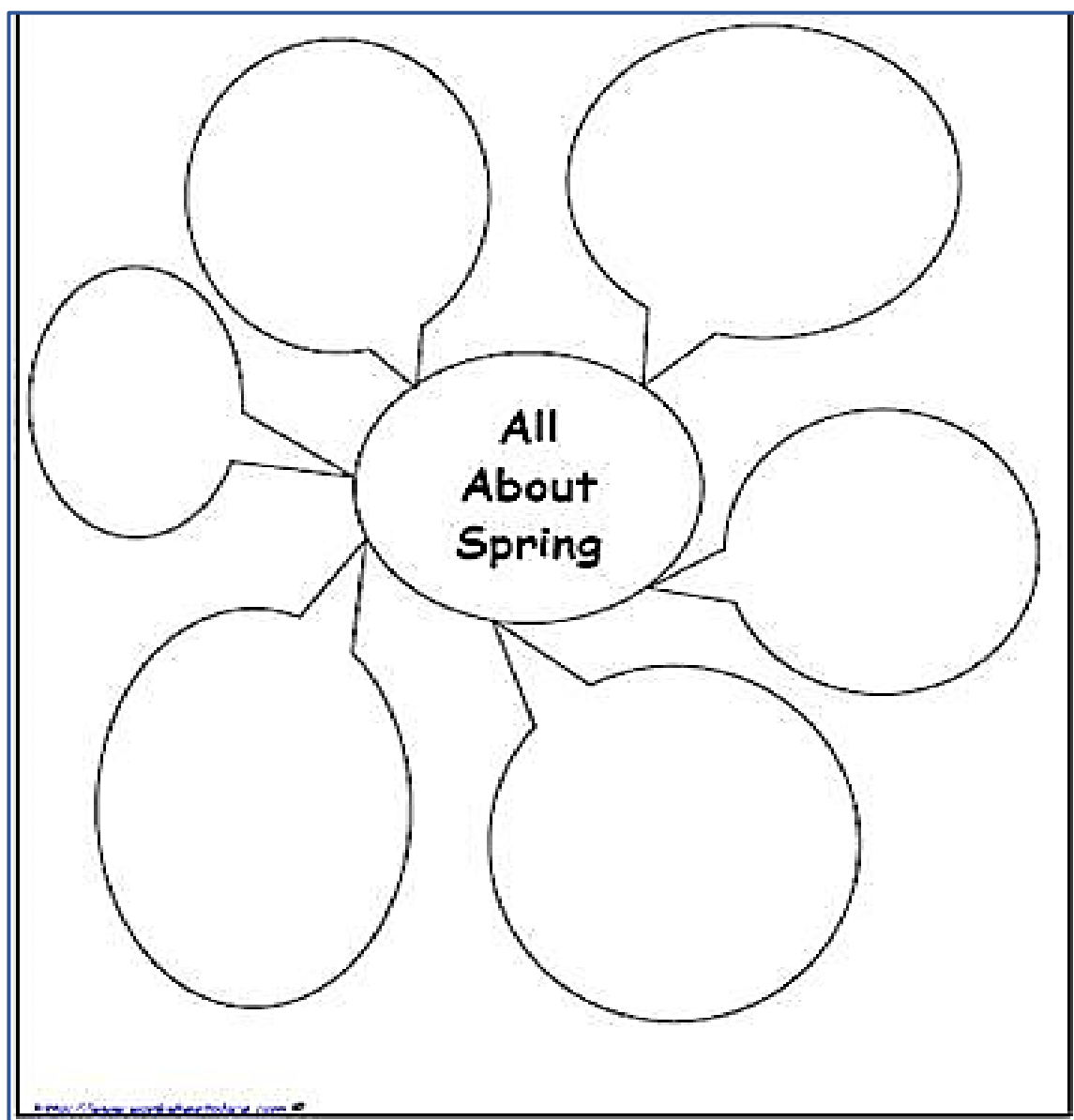
Worksheet

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Name: _____

Date: _____

Brainstorm your ideas about spring season and fill in the given mind map.



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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Unit Name: The Wind

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, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Ask them to discuss do they find their house and school environment clean or dirty. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do creative writing.

Activity 1:

Ask students to open textbook at page 33. Read the given statement. Ask them to write a narrative paragraph with proper beginning, middle and ending. Brainstorm related vocabulary on the board. guide them in writing and help them if need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Get students into pairs and ask them to discuss their creative writing.

Homework:

(2 mins)

Ask students to complete 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	4		40 min

Worksheet

Name: _____

Date: _____

Compare the given pictures and write a paragraph on their differences.

Clean Environment



Dirty environment



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

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

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

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 24-46, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in a circle. Ask them to discuss the unit 3, 4 and 5. Ask them to tell which unit do they like and why.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise units 3, 4 and 5.

Activity 1:

Call students at random and ask them to read some sentences with correct pronunciation from these unit.

Activity 2:

Ask them to read words and meanings of these. Ask them to use some words in their own sentences.

Activity 3:

Ask students to learn questions and answers of these units. Make pairs of students and ask them to discuss these questions.

Activity 4:

Ask students to learn and revise the concepts given in vocabulary, phonics and grammar section. Discuss with them if they need any help.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask different questions from students and ask them to answer them. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to revise units 3, 4 and 5.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	4		40 min

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 1

Unit Name: Simple Act Big Impact

Topic: Reading

Date:

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 47-48

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 tell which things can we recycle. Ask them to share their experience if they ever make any thing by recycling any material. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell them that they are going to read unit 6 'Simple Act Big Impact'. Ask them to open the textbooks at page 47. Read the title of unit aloud. Ask them to look at the given pictures carefully and read the given information. Ask them to share what is recycling. Ask them to discuss benefits of recycling and why is this important for us. Note their responses.

Activity 1:

Model the text with correct pronunciation and intonation from text book page 48 Help and encourage students to read the text. Ask them to read aloud the text themselves for an accurate reproduction of sounds of letters and words. Guide them through applying punctuation rules to assist accuracy and fluency. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that the text they are reading is a leaflet. Explain them that a leaflet is a printed sheet of paper containing information or advertising and usually distributed for free. Explain the features of leaflet in detail by showing some leaflets. Discuss the importance of recycling and reusing different things and their benefits.

Activity 2:

Get students into groups and ask them to read the text aloud with correct pronunciation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call a student at random and ask him/her to read some sentences from text with correct pronunciation.

Homework:

(2 mins)

Ask students to read the lesson.

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Unit Name: Simple Act Big Impact

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: guess meaning of difficult words from context

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 48-49, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Bring in four plastic bags; each containing different items for example pieces of aluminium foil, scrap papers, banana skins, plastic bottles, batteries, empty cans, glass bars, aerosol cans, paper boxes, some newspaper, and cupcakes.

- Divide class into four small groups. Assign each group a letter name: A, B, C, and D. Give each group one bag. Help groups to recycle the vocabulary of the items in their bags. Write the vocabulary on the board. Ask each group to focus on their bag and decide if any of the items could go to a recycling company.
- Stick two newspaper sheets; one on each side of the class. Write (Can recycle) on sheet 1, and (Can't recycle) on sheet 2. Ask students to stand up, walk round the class, and write on sheet 1 the name of the items they decided to send to the recycling company, and on sheet 2 the items which won't go to the recycling company.

Main Activities/Concept Building:

(25 mins)

Tell them that they are going to read remaining unit 6 'Simple Act Big Impact'. Ask them to discuss benefits of recycling and why is this important for us. Note their responses.

Activity 1:

Model the text with correct pronunciation and intonation from text book page 48 Help and encourage students to read the text. Ask them to read aloud the text themselves for an accurate reproduction of sounds of letters and words. Guide them through applying punctuation rules to assist accuracy and fluency. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that the text they are reading is a leaflet. Explain them that a leaflet is a printed sheet of paper containing information or advertising and usually distributed for free. Explain the features of leaflet in detail by showing some leaflets. Discuss the importance of recycling and reusing different things and their benefits. Ask them to guess the meaning of 'sustain'.

Activity 2:

Get students into groups and ask them to read the text aloud with correct pronunciation.

Sum Up:

(3 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share names of some materials which we can recycle.

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	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Complete the given worksheet.

REDUCE

How can I reduce the things I waste?

REUSE

How can I reuse things at school?

RECYCLE

How can I recycle things at home?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Unit Name: Simple Act Big Impact

Topic: Consonant clusters

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and ask them to tell some words having consonant clusters. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read three consonant clusters. Tell them that a consonant cluster is a group of two or three letters in a word. Write some consonant clusters on board and ask them to share their examples.

Activity 1:

Ask students to open textbook page at 50. Read the statement (i) from Phonics section. Ask them to read given words with correct pronunciation. Then sort out the words that begin or end with three-consonant clusters.

The correct answers are:

Initial consonant clusters: splint, scrapers, strand

Final consonant clusters: bankrupts, pulps, stamps

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some more examples of consonant clusters with their words.

Homework:

(2 mins)

Ask students to make a list of ten words with three consonant clusters.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: Simple Act Big Impact

Topic: Listening/speaking

Date: _____

Objective(s):

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

- Use appropriate expressions in conversation to show ability/inability to do something

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and ask them to share how do they express while showing their ability or inability to do something. Ask them to discuss various tasks which they can easily perform or not able to perform in their daily life.

Main Activities/Concept Building:

(25 mins)

Tell students that today they will learn how to express ability or inability to do something.

Activity 1:

Tell them that we use polite words while expressing our ability or inability to do something. Ask students to open textbook at pages 50. Read the given statement from listening and speaking practice. Ask them to read the given dialogue and notice the use of expressions.

Activity 2:

Get students into pairs and ask them to practice the given dialogue.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Write some topics on the board. Call a student at random and ask him/her to choose which task they can do and then express it to classmates by using learnt expressions.

Homework:

(2 mins)

Ask students to practise the dialogue with siblings or parents.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: Simple Act Big Impact

Topic: Question answers

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): Expressing understanding of story through role play.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 51

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and ask some questions about the text to recall the lesson.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to comprehend given questions.

Activity 1:

Ask them to open the textbooks at page 51. Read the given statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook.

The correct answers are:

- A leaflet is a printed sheet of paper containing information or advertising and usually distributed for free.
- Recycling is changing old products into new ones.
- The principle of reducing waste, reusing and recycling resources and products is often called the "3Rs." Reducing means choosing to use things with care to reduce the amount of waste generated. Reusing involves the repeated use of items or parts of items which still have usable aspects. Recycling means the use of waste itself as resources. Waste minimization can be achieved in an efficient way by focusing primarily on the first of the 3Rs, "reduce," followed by "reuse" and then "recycle."

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share the correct answers.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 6

Unit Name: Simple Act Big Impact **Topic: Pronouns/transitional devices** **Date:** _____

Objective(s):

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

- Identify and recognize the function of pronouns and transitional devices: next /then/again.
- Highlight relationships between sentences in a paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 51

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share some examples of pronouns and transitional words. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn use of pronouns and transitional devices. Have them recall that pronouns are words that are used in place of nouns. Transitional words are used to connect the sentence to another.

Activity 1:

Ask students to open textbook at page 51. Read statement (ii) from Comprehension section. Ask them to read the given paragraph and notice the use of pronouns and transitional devices.

Activity 2:

Read statement (iii) from Comprehension section. Ask them to construct sentences using the given pronouns and transitional devices. Guide them in completing the activity. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call a students ta random and ask him/her to share his/ her sentences.

Homework: (2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 7

Unit Name: Simple Act Big Impact

Topic: Critical thinking/words meanings

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 pages 50-51, worksheet

Teaching & Learning Activities

Opening Activities/Warm-up:

(5 mins)

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

Ask students to discuss different materials which can be recycled. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to activity of critical thinking and learn words meanings.

Activity 1:

Ask students to open textbook page at 50. Then read the given statement of critical thinking. Ask them to read about how to recycle different items at home. Ask them to prepare a leaflet about it. After completing leaflet, ask them to share it with classmates.

Activity 2:

Ask students to open textbook page at 51. Then read the given statement of d statement (i) of Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask them to use vocabulary words in their own sentences.

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	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Use these words in your own sentences.

Rubbish

Climate

Pollution

Incinerator

Garbage

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name: Simple Act Big Impact

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 52

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 homophones on the board. Ask students to read them aloud. Ask them to notice difference in their spellings.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn homophones. Tell them that homophones are words that sound the same but have different spellings and meanings. Encourage students to share some examples of homophones.

Activity 1:

Ask students to open textbook page at 52. Then read statement (ii) from Vocabulary section. Ask them to read the given homophones and their meanings.

Activity 2:

Ask them to read statement (iii) from Vocabulary section. Ask them to provide a homophone for each given words. The correct answers are: brake, heel, write, eight, tale

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some more examples of homophones.

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	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Directions: Choose and write the correct homophone for each sentence.

1. Out in the forest, the _____ ate some berries.
(bare, bear)
2. Mom lit the candle and the _____ filled the room.
(scent, cent)
3. I watched the beautiful _____ eating in the meadow.
(dear, deer)
4. My library book is _____ in two days.
(due, dew)
5. The _____ jumped up on his horse and rode away.
(night, knight)
6. Tim's pants were big so he wore a belt around his _____.
(waist, waste)
7. Could you please pass a _____ of the cake?
(piece, peace)
8. The new king will _____ for 50 years.
(rain, reign)
9. Harry's sister was sick so he _____ her a card.
(made, maid)
10. My dad's favorite dinner is _____ and potato.
(stake, steak)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: Simple Act Big Impact

Topic: Be, do and have

Date:

Objective(s):

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

- Identify the use of verbs be, do, and have along with their negative forms as helping verbs.
- Distinguish between be, do, and have as main and helping verbs

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 53

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask some students to share some forms of 'be', 'do' and 'have'. Ask them to write these forms on the board.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn the use of 'be', 'do' and 'have'. Tell them that these are helping verbs when they are used with another verb in a sentence. We use 'not' with be, do and have when they are used as helping verbs in a negative sentence. Share some sentences by using different forms of 'be', 'do' and 'have'.

Activity 1:

Ask students to open textbook page at 53. Then read statement (i) from Grammar section. Ask them to read the given sentences and notice how we use negative forms of 'be', 'do' and 'have' in sentences.

Activity 2:

Read statement (ii) from Grammar section. Ask them to tick the correct option for each underlined verb in the given sentences. The correct answers are:

Main verb, helping verb, helping verb, helping verb, main verb, helping verb, main verb, helping verb

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to share some sentences by using different forms of be, do and have as main and helping verbs.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Unit Name: Simple Act Big Impact

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.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 53-54

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some sentences on the board without punctuation marks. Ask students to read them. Note their responses. Then all students at random and ask them to add correct punctuation marks in these sentences.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn the use of apostrophe and exclamation mark. Tell them that an exclamation mark is used to express sudden feelings or emotions. An apostrophe is used to show possession. Write some examples on the board to clear their concepts.

Activity 1:

Ask students to open textbook page at 53. Then read statement (iii) from Grammar section. Ask them to read the given examples and notice the use of exclamation mark and apostrophe.

Activity 2:

Ask them to read statement (iv) from Grammar section. Ask them to rewrite the given examples by adding correct punctuation marks. Guide them and help them if need be.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students to circle some examples of exclamation mark and apostrophes in their textbook.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Unit Name: Simple Act Big Impact

Topic: Speech bubbles/expository writing

Date:

Objective(s):

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

- Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context
- Use appropriate vocabulary and tense to write a simple paragraph by •writing an expository paragraph explaining a process or procedure

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Show some speech bubbles from different storybooks to students.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn speech bubbles and writing expository paragraph.

Activity 1:

Tell them that a speech bubble is a round shape next to the head of a character in a cartoon. The character's words or thoughts are written in it. Ask students to open textbook page at 54. Ask them to read the statement (i) Writing section. Ask them to write a dialogue between two friends discussing 'Save Earth Save Environment'. Guide them in completing speech bubbles.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to read some sentences from their dialogues.

Homework:

(2 mins)

Ask students to complete activity (ii) of writing section.

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	4		40 min

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

Unit Name: Simple Act Big Impact **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 54, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle and engage them in discussion about importance of trees. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do creative writing.

Activity 1:

Ask students to open textbook at page 54. Read the statement Creative writing section. Ask them to write a paragraph on 'why we should grow more trees' in their notebooks. Guide them in writing a paragraph by brainstorm their ideas. Write some vocabulary words on the board for their help.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share their views on this topic.

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	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

What can you do to help our earth? Write a paragraph on it.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

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

Unit Name: Review 2 **Topic: Revision** **Date:** _____

Objective(s):

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

- Review 2

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 55-56

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in a circle. Ask them to share some examples of diphthongs and consonant clusters.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise concepts of oral communication and reading section.

Activity 1:

Ask students to open textbook page at 55. Then read statement (i) of Oral communication section. Ask them to recall the diphthongs. Then ask them to write words with given diphthongs. The correct answers are:

Ai: like, fine

Ea: hear, bear

Oi: noise, oil

Ou: loud, house

Activity 2:

Ask them to read statement (ii) of Oral communication section. Recall the consonant clusters by sharing some examples. Ask them to underline the words with clusters. The correct answers are: helps: lps, street: str, screaming: scr, accepts: pts

Activity 3:

Ask them to read statement (iii) of Oral communication section. Ask them to underline words with consonant clusters. The correct answers are:

Screaming: scr

Stream: str

Split: spl

Sprinkling: spr

Scratching: scr

Activity 4:

Ask them to read statement (iv) of Oral communication section. Ask them to write two words with consonant clusters in their columns. The correct answers are:

Initial consonant clusters: splinter, scratch

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Final consonant clusters: tramps, pulps

Activity 5:

Engage students in an activity (iv) and (v). Ask them to share how do they express their needs and feelings to their parents. Then engage them in a discussion about importance of sports for a student.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Get students into pairs and ask them to lend any storybook by using expressions of need and feelings.

Homework: (2 mins)

Ask students to complete activities (i)- (iii) Reading section.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: Review 2

Topic: Revision

Date:

Objective(s):

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

- Review 2

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 56-57

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have recall some important concepts of grammar and writing section from previous units.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to revise the concepts of Grammar section and writing.

Activity 1:

Ask students to open textbook page at 56. Then read statement (i) of Grammar section. Ask them to write words for each part of speech. The correct answers are:

Noun: girl, Lahore

Verb: eating, reading

Adjective: red, clever

Pronoun: them, mine

Conjunction: because, so

Activity 2:

Ask them to read statement (ii) of Grammar section. Ask them to write synonyms and antonyms of the given words. The correct answers are:

Respect: synonym: admiration- antonym: disrespect

Profession: synonym: occupation-antonym: fun

Dignity: synonym: honour- antonym: disgrace

Activity 4:

Ask them to read statement (iii) of Grammar section from textbook page 57. Ask them to circle main verbs and underline helping verbs. Help them if need be. The correct answers are:

Helping verbs: are, have, did, am, is

Main verbs: reading, completed, sleep, doing, working

Activity 5:

Ask them to read statement (iv) of Grammar section from textbook page 57. Ask them to underline gender nouns and also write their type. The correct answers are:

Father, businessman: masculine

Wife, mother: feminine

Glass, table: neuter

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask questions from different concepts of review section and ask them to share their correct answers.

Homework: (2 mins)

Ask students to complete activities (v)-(vi) grammar section and activities given in writing section.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: Festival of Pakistan

Topic: Reading

Date: _____

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to use context to infer missing words.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 58-60

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and ask them to discuss their favourite festival and reasons why do they like it.

Main Activities/Concept Building:

(25 mins)

Tell them that they are going to read unit 7 'Festival of Pakistan'. Ask them to open the textbooks at page 58. Read the title of unit aloud. Ask them to look at the given pictures carefully and tell the names of these festivals. Ask students to share names of some cultural festivals of Pakistan. Engage them into discussion about importance of cultural festivals for a nation.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Ask them to read aloud the text themselves. Guide them through applying punctuation rules to assist accuracy and fluency. Also share meanings of difficult words for their better understanding. Describe the theme of the text. Explain the importance of culture and cultural festivals. Ask them to share names of cultural events of Pakistan and their local areas. Ask them to share their experience if they ever visited any cultural festival. Ask them to infer to fill in the blank given in 'while-reading'.

Activity 2:

Get students into groups and ask them to read the text aloud with correct pronunciation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call a student at random and ask him/her to read some sentences from text.

Homework:

(2 mins)

Ask students to read the text.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		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	4		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name: Festival of Pakistan

Topic: Sounds of 'the'

Date: _____

Objective(s):

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

Identify and differentiate the use of 'the' with words starting with consonant and vowel sounds.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 60

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call some students at random and ask them to write some sentences by using 'the' on the board. ask them to read these sentences aloud. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read different sounds of 'the'. Tell them that when the article 'the' comes before a vowel sound, it is pronounced 'thee', but when it comes before a consonant sound, 'the' is pronounced 'thuh'. Share some examples by reading them aloud with correct pronunciation. Encourage them to share some more sentences to reinforce the concept. Help them in correct pronunciation.

Activity 1:

Ask students to open textbook page at 60. Then read statement of Phonics section. Ask them to read the given words aloud with correct pronunciation and notice the difference in sound of 'the'.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share some words by sharing both sounds of 'the'.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: Festival of Pakistan

Topic: Listening and speaking

Date:

Objective(s):

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

- Use appropriate expressions in conversation to: Seek permission to do something

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 60-61

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share how do they seek permission when they want to go anywhere with their friends.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn to seek permission to do something.

Activity 1:

Ask students to open textbook pages at 60-61. Then read statement of Listening and Speaking Practice. Explain the expressions to seek or give permissions. Ask them to read and role-play the given dialogues.

Asking	Giving	Refusing
Can I?	Yes, please	No, please don't.
May I?	do.	I'm sorry but that's not possible.
Could I?	Please free	I'm afraid, but you can't.
Would it be possible for me?	to.. Sure. No problem.	Unfortunately, I need to say no.

Activity 2:

Get students into pairs and provide them some situations. Ask them to use expressions of seeking permission.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some expressions to seek permission.

Homework:

(2 mins)

Ask students to practise the dialogues with their siblings or parents.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		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	4		40 min

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

Unit Name: Festival of Pakistan **Topic: Question answers** **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):
- Expressing understanding of story through role play.
- Scan a simple text for specific information

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Encourage them to say, "Alhamdulillah".

Ask different questions about text to recall the lesson.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to comprehend questions of the lesson.

Activity 1:

Ask students to open textbook page at 61. Then read statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share correct answers of questions.

Homework: (2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: Festival of Pakistan

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 pages 61-62

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some singular nouns on the board and ask students to share their correct plural nouns. Then write some verbs on the board and ask them to share their past form. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn inflectional endings. Tell them that an inflectional ending is a letter or a group of letters added to the end of a word to change its form. A verb can change its form by adding -ing, -s, -es, and -ed. Write some inflectional endings on board with their examples to reinforce the concept.

Activity 1:

Ask students to open textbook page at 61. Then read statement (ii) from Comprehension section. Ask them to read the given words and notice how we can change them by adding different inflectional endings.

Activity 2:

Ask students to open textbook page at 62. Ask them to read statement (iii) from Comprehension section. Then ask them to make words with given inflectional endings.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask some students at random to write some words by using different inflectional endings.

Homework:

(2 mins)

Ask students to complete activity (iv) of Comprehension section textbook page 62.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 6

Unit Name: Festival of Pakistan

Topic: Compound words

Date:

Objective(s):

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

- Recognize specific parts of words including common compound words

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 62

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask some students random to share some compound words from their surroundings.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn compound words. Tell them that a compound word is a combination of two or more words that produce a word with a new meaning. Write some examples on board. Encourage students to share more examples of compound words.

Activity 1:

Ask students to open textbook page at 62. Then read statement (v) from Comprehension section. Ask them to read the given words and notice how they combine to form compound words.

Activity 2:

Ask them to read statement (vi) from Comprehension section. Ask them to circle compound words in the given sentences. The correct answers are:

Butterfly, bedtime, cupboard, downstairs, postman, mailbox, cupcakes, popcorn

Activity 3:

Ask them to read statement (vii) from Comprehension section. Ask them to make compound words by using given words. The correct answers are:

Cupcake, butterfly, housewife, rainbow

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share some compound words with their sentences,

Homework:

(2 mins)

Ask students to complete activity (viii) of Comprehension section textbook page 62.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Festival of Pakistan

Topic: Critical thinking/words meanings

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 63, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to discuss cultural festivals of Pakistan.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to activity of critical thinking and learn words meanings.

Activity 1:

Ask students to open textbook page at 63. Then read the given statement of critical thinking. Ask them to read about the different cultural festivals of Pakistan from their social studies book. Ask them to note down some facts in their notebook. After completing the work, ask them to share information with classmates.

Activity 2:

Ask students to open textbook page at 63. Then read the given statement of d statement (i) of Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Write some sentences on board. Call students at random and ask them to circle helping verbs from them.

Homework:

(2 mins)

Ask students to complete 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	4		40 min

Worksheet

Name: _____

Date: _____

Use the given words in your own sentences.

conflict

elevation

keenly

festivities

relief

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Festival of Pakistan

Topic: Compound words

Date:

Objective(s):

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

- Recognize and locate some compound words from various text sources e.g. butterfly, football, bus stop, homework, classroom and white board.
- Break up some common compound words into words they are made of

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 63, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some words on board. ask students to make compound words by combining them. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn compound words. Have them recall the compound words by writing examples on board. Ask them to circle any five compound words in their notebook.

Activity 1:

Ask them to open textbook page 63. Read the statement (ii) from Vocabulary section. Ask them to read the given compound words.

Activity 2:

Read the statement (iii) from Vocabulary section. Ask them to break the given compounds words. The correct answers are:

News, paper

Every, day

Straw, berry

Police, man

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share some examples of compound words.

Homework:

(2 mins)

Ask students to complete 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	4		40 min

Worksheet

Name: _____

Date: _____

Write the two words that make up the compound word.

- 1) baseball = _____ + _____
- 2) sunflower = _____ + _____
- 3) backbone = _____ + _____
- 4) airport = _____ + _____
- 5) butterfly = _____ + _____
- 6) keyhole = _____ + _____
- 7) courtyard = _____ + _____
- 8) raincoat = _____ + _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: Festival of Pakistan

Topic: Common and proper nouns

Date: _____

Objective(s):

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

- Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 64

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call students at random and ask them to write some common and proper nouns on the board. note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn common and proper nouns. Tell them that a common noun is the name of any person, place, thing, or idea, where as a proper noun is the name of a specific person, place, thing or idea. Encourage students to share some examples of common and proper nouns.

Activity 1:

Ask students to open textbook page at 64. Then read statement (i) from Grammar section. Ask them to read the given common and proper nouns.

Activity 2:

Read statement (ii) from Grammar section. Ask them to read the following sentences and notice the common and proper nouns. Encourage them to share some common and proper nouns with their sentences.

Activity 3:

Read statement (iii) from Grammar section. Ask them to complete the given table of common and proper nouns. The correct answers are:

City -Lahore, planet- Venus, language- German , ocean- Atlantic, car- Honda

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some sentences of common and proper nouns.

Homework:

(2 mins)

Ask students to make a list of ten common and proper nouns in their notebook.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		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	4		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: Festival of Pakistan

Topic Be , do and have

Date: _____

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 64-65

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and ask them to share some forms of be, do and have.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn the use of be, do and have as main and helping verbs. Tell them that we use be, do and have and their different forms as helping and main verbs. The verbs be, do and have are main verbs in sentences when used without any other verbs. They themselves convey the meanings. Explain the concept in detail by sharing examples.

Activity 1:

Ask students to open textbook pages at 64-65. Then ask them to read statement (iv) from Grammar section. Ask them to read the given uses of be, do and have as main and helping verbs. Ask them to note the difference in their use.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some sentences of using different forms of be, do and have as main or helping verbs.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 2 **Periodic Unit: 1** **Week:4** **Lesson Plan: 4**
Unit Name: Festival of Pakistan **Topic: Be, do and have** **Date: _____**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 64-66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some forms of be, do and have on the board. Ask students at random to share their sentences as main or helping verbs. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to use of be, do and have as main and helping verbs. Tell them that we use be, do and have and their different forms as helping and main verbs. The verbs be, do and have are main verbs in sentences when used without any other verbs. They themselves convey the meanings. Explain the concept in detail by sharing examples.

Activity 1:

Ask students to open textbook pages at 65. Then ask them to circle the different forms of be, do and have. then mark them as main or helping verb. The correct answers are:

Are: main verb

Is: helping verb

Have: main verb

Were: main verb

Have: helping verb

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share some sentences of forms of be, do and have. .

Homework: (2 mins)

Ask students to complete activity (vi) Grammar section textbook pages 65-66.

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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

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

Unit Name: Festival of Pakistan **Topic: Narrative paragraph** **Date: _____**

Objective(s):

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

- Write simple narrative paragraphs.
- Use appropriate vocabulary and tense to write a simple paragraph by Narrating an activity from immediate surroundings

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle and ask them to share if they ever visit any festival. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn narrative writing. Tell them that a narrative paragraph tells a story about real-life experiences. It includes the writer's personal opinions. It has a proper beginning, middle and an end. It is written in first person or he third person. Usually, the past tense is used. Show some examples of narrative paragraphs from different storybooks.

Activity 1:

Ask students to open textbook at page 66. Read the given statement of writing section. Ask them to read given words and use them to write how do you celebrate Pakistan's Day. Ask them to follow the rules of narrative writing.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share their paragraph.

Homework: (2 mins)

Ask students to write a narrative paragraph on how do you celebrate Eid-ul-Fitr.

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	4		40 min

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

Unit Name: Festival of Pakistan **Topic: Creative writing** **Date:** _____

Objective(s):

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

- Creative Writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in a circle. Ask them to share their opinion about their favourite place to visit.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do creative writing.

Activity 1:

Ask students to open textbook page at 66. Then read statement from creative writing section. Ask them to brainstorm their ideas about the given topic. Guide them in writing correctly. Ask them to edit and proofread their work after completing it.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some sentences to their classmates

Homework: (2 mins)

Ask students to learn the classwork.

The

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 7

Unit Name: Eat Healthy Stay Healthy

Topic: Reading

Date:

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: identify an opinion in the text (as indicated through these words; think, feel believe, etc.)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 67-69

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some difficult words from poem on the board. Ask students at random to guess their correct meanings. Appreciate them at their correct responses.

Have students sit in circle and ask them to share names of some of their favourite food items and why do they like it.

Main Activities/Concept Building:

(25 mins)

Tell them that they are going to read unit 8 'Eat healthy, stay healthy'. Ask them to open the textbooks at page 67. Read the title of unit aloud. Ask them to look at the given pictures carefully. And tick the healthy activity shown in these pictures. Ask them to share names of five healthy things and five unhealthy things. Ask them to share what do they do to keep themselves healthy and active.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Ask them to read aloud the text themselves. Guide them through applying punctuation rules to assist accuracy and fluency. Also share meanings of difficult words for their better understanding. Describe the theme of the text. Tell them that we should eat healthy food to keep ourselves healthy. Encourage students to share their experiences if they ever visited any doctor. Ask them to tell what do they think about plate plan. Ask them to share their opinions.

Activity 2:

Arrange a role-play activity in class and ask students to act the story.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Assessment: (5 mins)

Call students at random and ask them to read some sentences from text.

Homework: (2 mins)

Ask students to read the text.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: Eat Healthy Stay Healthy

Topic: Long vowel sounds

Date:

Objective(s):

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

- Pronounce long vowel sounds 'i' as in kite, /o/ as in boat, /u/ as in cute.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 69-70

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call some students at random and ask them to write some words by using vowels on the board. Ask them to read these words aloud. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read long vowel sounds. Tell them that a vowel sound is long if it sounds like its name. Share some examples by pronouncing them aloud. Encourage students to share some more examples to reinforce the concept. Help them in correct pronunciation.

Activity 1:

Ask students to open textbook page at 69. Then read statement (i) of Phonics section. Ask them to read the given words aloud with correct pronunciation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to make a list of words with long vowel sounds of 'i', 'o' and 'u'.

Homework:

(2 mins)

Ask students to complete activity (ii) Phonics Section.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: Eat Healthy Stay Healthy

Topic: Listening and speaking

Date:

Objective(s):

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

- Use appropriate expressions in conversation to respond to instructions and directions

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 70

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share some instructions and directions. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn how to respond to instructions and directions. Share the given expressions with them for their better understanding.

Asking for directions	Giving directions
• Excuse me! How do I get to the...? • Excuse me! Where's the ...? • Excuse me! Is there a ... near here? • Excuse me! Can you tell me the way to the...?	• Go straight ahead. • Go along the street. • Turn left/ right. • Take the first/second turning on the right/left. • Cross the street • Go past • Go through the park/... • Go across the bridge • Go as far as the roundabout

Activity 1:

Ask students to open textbook page at 70. Then read statement of Listening and Speaking Practice. Ask them to read the given dialogue.

Activity 2:

Divide the class into groups of four. Encourage them to practise the given dialogue.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Assessment: (5 mins)

Call students at random and ask them to share some expression to tell directions, instructions and how to respond to them.

Homework: (2 mins)

Ask students to practise the dialogue with siblings or parents.

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	4		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: Eat Healthy Stay Healthy

Topic Question Answers

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):
- Expressing understanding of story through role play.
- 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 79

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and recall the story by asking different questions.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to comprehend questions.

Activity 1:

Ask them to open the textbooks at page 73. Read the given statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook.

The correct answers are:

- Abdullah had an upset stomach, so he went to the doctor.
- Dr. Faisal was a child specialist. Children loved to visit him as he examined them gently and never gave bitter medicines. He had a friendly nature.
- Dr. Faisal prescribed him some medicines and 'My Plate Plan'.
- He advised Faisal to avoid junk food especially from roadside eateries.
- Healthy food keeps us away from diseases and keeps us active and fit.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share correct answers of questions.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week:5

Lesson Plan: 4

Unit Name: Eat Healthy Stay Healthy

Topic: Keys on maps

Date:

Objective(s):

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

- Read simple keys/legends on maps.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 71, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask them to share what is map. Do they ever use any map in their daily life? Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about keys or legends on maps. Tell them that reading a map is the act of interpreting or understanding geographic information on it which helps us know where to go. Explain to them that maps have symbols or pictures on them that show important features, for example cities, rivers and roads. Tell them how to read the map with the help of the map key. Show them different maps with keys for their better understanding.

Activity 1:

Ask students to open textbook at page 71. Read the statement (ii) from Comprehension section. Ask them to complete the activity by using map and its key.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share correct answers.

Homework:

(2 mins)

Ask students to complete 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	4		40 min

Worksheet

Name: _____

Date: _____

Read the given key and colour accordingly.

Davis Street

KEY

- School
- Restaurant
- Supermarket
- House
- Park
- Road
- Railroad

Underline the map title.

Write **N, S, W,** and **E** on the compass rose.

Label the road **Davis Street**.

Trace the railroad with **purple**.

Color the park **green**.

Color the school **red**.

Color the supermarket **brown**.

Color the restaurant **yellow**.

Color the houses south of the road **blue**.

Color the house east of the railroad **orange**.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: Eat Healthy Stay Healthy Topic: Critical thinking/words meanings

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 72

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some difficult words from text on board and ask students to guess their correct meanings. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do activity of critical thinking and learn words meanings.

Activity 1:

Ask students to open textbook page at 72. Then read statement (i) from Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask him/her to share some sentences using the vocabulary words.

Homework:

(2 mins)

Ask students to complete activity given in 'Time to think' section.

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	4		40 min

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

Unit Name: Eat Healthy Stay Healthy **Topic: Compound words** **Date:**

Objective(s):

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

- Locate difference between the two parts of a compound words.
- Use common compound words in speech and own writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 72-73

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some words on the board. call students at random and ask them to match tehse words to make compound words. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn compound words. Tell them that a compound word is a combination of two or more words that produce a word with a new meaning. Write some examples on board. Encourage students to share more examples of compound words.

Activity 1:

Ask students to open textbook page at 72. Then read statement (ii) from Vocabulary section. Ask them to read the given compound words and notice how they combine to form new words.

Activity 2:

Ask them to read statement (iii) from Vocabulary section. Ask them to underline compound words in the given text. The correct answers are:

Butterfly, bedtime, cupboard, downstairs, postman, mailbox, cupcakes, popcorn

Activity 3:

Ask them to read statement (vii) from Comprehension section. Ask them to make compound words by using given words. The correct answers are:

Butterflies, moonlight, fireflies, anybody

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Get students into pairs and ask them to make some compound words.

Homework: (2 mins)

Ask students to complete activity (iv) from Vocabulary section textbook page 73.

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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 7

Unit Name: Eat Healthy Stay Healthy

Topic: Pronouns

Date:

Objective(s):

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

- Illustrate use of pronouns learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Ask them to share some examples of pronouns with their sentences. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall use of pronouns. Tell them that a pronoun is a word that replaces a noun. Ask students to share examples of pronouns by using them in their own sentences.

Activity 1:

Ask students to open textbook page at 73. Then read statement (i) from Grammar section. Ask them to read the given examples of pronouns.

Activity 2:

Read statement (ii) from Grammar section. Ask them to rewrite the given sentences by using correct pronouns. The correct answers are:

It, she, he, they, we

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some pronouns with their sentences.

Homework:

(2 mins)

Ask students to complete 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	4		40 min

Worksheet

Name: _____

Date: _____

Change the underlined nouns to pronouns and rewrite the sentences.

The firemen rescued the cat from the tree.

My friends and I are going to the movies.

Tom likes to read books about fairies.

Mom and dad are going out for dinner.

Mrs. Brown gave us homework.

My sock has a hole in it.

The book has a blue cover.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic:** Forms of 'be', 'do' and 'have' with pronouns **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 with their corresponding pronouns (I, we, you, he, she, it, they).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Make them recall the use of pronouns learnt earlier. Ask them to explain the purpose of a pronoun in a sentence and give relevant examples. Ask them to recapitulate different types of pronoun. Appreciate their responses. In this way, bring them towards the concept of forms of 'be', 'do' and 'have' with their corresponding pronouns.

Main Activities/Concept Building: (27 mins)

Tell students that they are going to learn about forms of 'be', 'do' and 'have' with their corresponding pronouns. Tell them that forms of be, do and have should be used in accordance with different pronouns. Write some sentences on the board without using pronouns. Ask students to come forward and complete the sentence with appropriate pronoun. Appreciate their responses. Use different examples to impart the concept.

Activity 1:

Ask them to open textbook on page 73 and read statement (iii). Make them notice the use of form of be, do and have in relation to different pronouns. Check their understanding. Ask them to create sentences in their notebook using the list given. Monitor their work and rectify their mistakes.

Activity 2:

Ask them to solve the given worksheet.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recapitulate different forms of 'be', 'do' and 'have'.

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	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Describe this scene using forms of 'be', 'do' and 'have' with their corresponding pronouns.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Unit Name: Eat Healthy, Stay Healthy Topic: Forms of 'be', 'do' and 'have' with pronouns 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 with their corresponding pronouns (I, we, you, he, she, it, they).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 74, picture

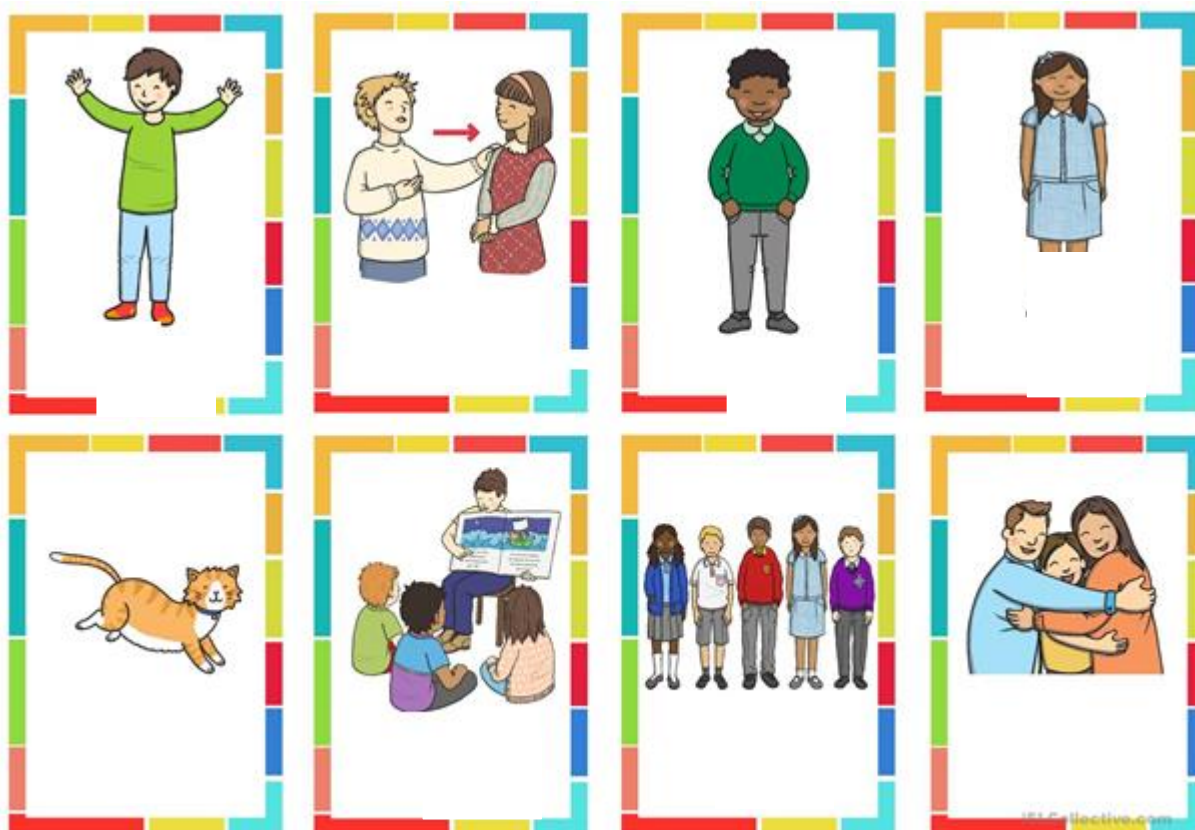
Teaching & Learning Activities:

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 them recall the pronouns learnt earlier. Show them the picture given below and ask them to select an appropriate pronoun for the given cues. Then describe a picture by using the pronoun and verb. Ask rest of the class to highlight the pronouns and verbs used by their class fellows while describing the picture. Appreciate their responses.



Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read about forms of be, do and have with their corresponding pronouns. They have been introduced with the concept in previous period as well.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Make it more comprehensible for them by giving them different relevant examples. Motivate them to share examples and rectify their mistakes.

Activity 1:

Ask them to open textbook on page 74 and read the statement (iv). Make them read the given sentences to notice the use of be, do and have with pronouns. Check their understanding by asking different questions.

Activity 2:

Ask them to open textbook on page 74 and read the statement (v). Have them complete the sentences given below using the correct forms of 'be', 'do' and 'have'. Monitor their performance and give feedback.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the list of forms of 'be', 'do' and 'have'.

Homework: (2 mins)

Relearn the classwork.

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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **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.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 75

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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



Encourage them to say, "Alhamdulillah".

Show this picture to students and ask what are these signs called? Ask them to recall the function of these rules and share with class. Appreciate their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall the rules of using punctuation marks and to practice it. Activate their thinking by asking questions like which of the punctuation mark they mostly use while writing something and why do they use it. Ask them to write sentence using any punctuation mark of their own choice. Appreciate their responses. Correct the mistakes.

Activity 1:

Ask students to open textbook on page 75 and read the statement (vi). Make them read the given examples. Check their understanding by asking questions from the examples.

Activity 2:

Ask students to open textbook on page 75 and read statement (vii). Make them punctuate the given sentences. Assess their work and provide feedback.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to recall the rules and 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	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Read the sentences carefully and put appropriate punctuation mark against each blank.

1. Will you go play with me _____
2. I like my new toy _____
3. Is there a dog in that truck _____
4. Do you want a pink cupcake _____
5. That is a yummy cupcake _____
6. Look at the little cat _____
7. May I have a drink _____
8. The sun is yellow _____
9. My friend is very hospitable _____
10. Will you go to school tomorrow _____



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic:** Guided Writing **Date:**

Objective(s):

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

- Classify items (e.g. vocabulary) required for a given task/topic.
- Use appropriate vocabulary and tense to write a simple paragraph by explaining a process or procedure.
- Revise written work for correct spelling, punctuation, and tenses.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 75

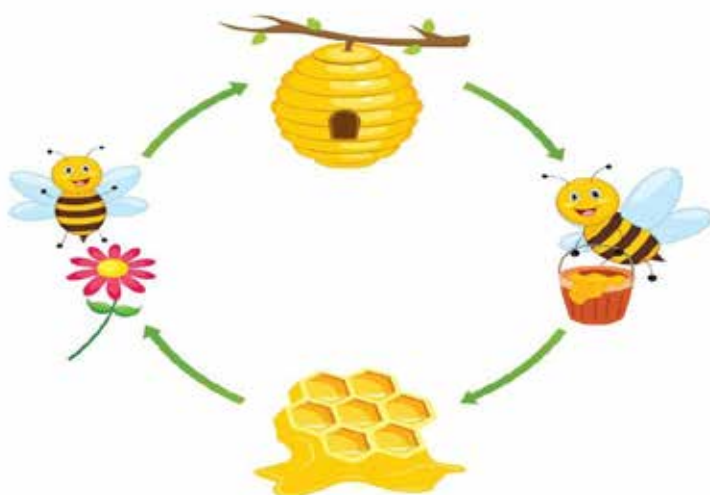
Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

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

Show students the picture given below. Ask students to look at the picture carefully. Make them describe the picture in their own words. Motivate them to share their responses. Note down all the points on the white board. At the end of the session, make students revise all the points. Use their description as an example for explaining and writing procedure and steps.



Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about writing procedures and processes. Tell them to use appropriate tense and vocabulary, correct spellings to produce an effective piece of writing.

Activity 1:

Ask them to open textbook on page 75 and read the statement (A) given in Guided Writing Section. Make them write the procedure to make paper flowers. Write the correct step for each picture given below. Ask them to identify and classify the items which are required to complete a step. Tell them to use appropriate vocabulary related to these items. Guide them to use appropriate tense for writing a paragraph on the procedure of making paper flowers. Monitor their work.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Activity 2:

Once students are done with writing a paragraph. Make them review and edit their own work by rectifying punctuation and spelling mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Solve the given worksheet by writing all the steps.

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	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Look at the pictures and write all the steps in your own words for getting ready for school.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name: Eat Healthy, Stay Healthy

Topic: Creative Writing

Date:

Objective(s):

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

Creative Writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 75

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Show them the picture given below. Ask them to share their thoughts and ideas related to the



given picture. Write all the ideas suggested by the students on the board. Ask them to arrange ideas. Appreciate their responses. Use these ideas as a reference to write in a creative manner.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn to write in a creative manner. Tell them that with the help of creative writing, they pen down their own thoughts and ideas about any topic. Encourage them to write appropriately by using correct spellings, vocabulary and tense. Tell them to write all the ideas which they think are in accordance with the topic.

Activity 1: Ask students to open text book on page 75 and read the statement (B) given in Creative Writing Section. Make them write a paragraph in their notebook on how to keep themselves clean and healthy. Check their work and correct their mistakes.

Sum Up:

(3 mins)

Summarise the key concepts of creative writing.

Assessment:

(5 mins)

Ask students to peer review each other's work and discuss it with you.

Homework:

(2 mins)

Share written work 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	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 6**
Unit Name: Teachers: Our Real Heroes **Topic: Prediction and Critical Thinking** **Date:**

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: Identify facts in the text (as indicated through these words; day, date, place, etc.)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76-78

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Initiate the session by showing the picture given below. Ask students to think about a picture. Ask different questions from them. What is happening in the picture? What will you do if you have to face this situation? Encourage them to share their ideas. Use their answers as reference to predict about content/ vocabulary.



Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about predicting the content and applying the skill of critical thinking. Activate their thinking skills by showing them pictures and title and ask them to predict the content which they are going to read. Appreciate their responses. Make them read the text with correct pronunciation and intonation.

Ask them questions while they are reading text to check their comprehension of the text. What day was celebrated in the school? Appreciate their answers. Tell them about the importance of safety rules. Safety rules protect them. Following safety rules minimize the occurrence of injury or any accidental happening. Share with them the solutions and ways to handle the crisis (fire outbreak, earthquakes etc...) or any accident that occurs unexpectedly.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Ask students to share their experiences if they have faced any unexpected situation and how did they deal with it. Appreciate their answers.

Homework: (2 mins)

Share the main points of the read text with your 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	4		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 7

Unit Name: Teachers: Our Real Heroes Topic: Short Vowel Sound/ Expressions showing regret Date:

Objective(s):

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

- Pronounce short vowel sounds 'i' as in bit, /o/ as in cot, /u/ as in sun.
- Use appropriate expressions in conversation to express regret

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78, flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

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

Write words on the flash cards: (cap-cape, bit-bite, cut-cute, rob-robe). Show these flash cards to students. Ask them to pronounce these words. Ask different questions from them to check their knowledge related to sounds. Do these pair words share the same spellings? Do these pair words share same meaning? Do these pair words share same sounds? In what way these pair words are different? Appreciate their responses. In this way bring them towards the short vowel sound.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about short vowel sounds and using appropriate expressions to express regret. Tell them when a vowel does not sound like its name, it is called a short vowel sound. Ask them to open textbook on page 78 and read the statement (i). Make them read and say the given short vowel sounds and their words. Monitor their pronunciation and understanding.

Activity 1: Give them a writing task. Ask them to open textbook on page 78 and read the statement (ii). Make them write three words with each given short vowel sound in their notebook. Check their work and provide them feedback.

Ask to share their experiences if they have committed any mistake. If they commit any mistake then how would they excuse from other person. Use their answers as example to teach appropriate expressions to show regret. Ask students how do they communicate with other people and what kind of words do they use, if they have done wrong or committed any mistake. Appreciate their answers. Tell them that polite words are used during communication to show regret. We admit our mistake and apologize from other people by using polite words.

Activity 2: Ask students to open textbook on page 78 and read the statement (B) from the section Listening and Speaking Practice. Make them read and practice the given dialogue. Monitor their pronunciations and understanding of the concept. Correct their mistakes. Appreciate their answers.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to solve the given worksheet.

Homework:

(0 mins)

N/A

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____



Read out the given words carefully and sort out the words with short vowel sounds. Write the words with short sounds in the blanks given below.

hid	hide
slim	slime
quite	quit
hope	hop
fine	fin
kit	kite
tub	tube
note	not

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic:** Text Reading **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
- Apply world knowledge and own opinion to the text read.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Begin the session by making them recall the previous text "Teachers: Our Real Heroes" by asking different questions. What do they remember about the text? What kind of information did they get while reading it? What was the story all about? Appreciate their responses. Use their answers to bring them towards critical thinking.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to use critical thinking to respond to the text and to develop their answers in a critical manner. Tell them that critical thinking involves searching out for main idea, reasons behind any event, information related to particular event, use of examples. Make them share their own ideas and thoughts related to the text. Appreciate their responses.

Activity 1:

Ask them to open textbook on page 79 and read the statement (ii) from Comprehension Time (A). Make them answer the questions. Monitor their work. Check their comprehension. Provide them feedback after checking their answers.

Activity 2:

Give students different situations and ask their opinions that how would do they deal with this situation? (cuts, burns, glass related injuries). Help students where needed. Appreciate their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to give their feedback/analysis related to the read text. In what way it was helpful? Appreciate their responses.

Homework: (2 mins)

Share with your parents different ways to deal with sudden incidents.

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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic:** Alphabetical Order and Study Skills **Date:** _____

Objective(s):

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

- Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.
- Identify and utilize effective study skills e.g. brainstorm for ideas, using illustration and note-taking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79, dictionary

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

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

Show students the picture given below. Ask them different questions. Make them describe this picture to activate their thinking powers. Have them share their ideas. Write down it on the board. Appreciate their responses.



Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn alphabetical order and note-taking. Take dictionary with you in the classroom. Show it to the students. Ask different questions related to it. Do you know what it is? What is its purpose? Do you use it? What you do if you have to find out the meaning of an unknown word? Do you make a list of newly learnt words or vocabulary? Do you know how to use dictionary. Appreciate their answers. Use their answers as reference to bring them towards alphabetical order. Tell them that words are arranged in a dictionary according to alphabetical order. We use alphabetical order to locate the words and their meanings. Meanings of different words add in our vocabulary and make written expression more appropriate.

Activity 1:

Ask students to open textbook and read statement (ii) on page 79. Make them arrange the given words alphabetically according to the first letter. Monitor their work and correct their mistakes.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Activity 2:

Ask students to open textbook on page 79 and read the statement (iii). Make them arrange the given words alphabetically according to the second letter. Check their work and provide them with feedback.

Tell students that note-taking is a brain storming technique. We use it to gather information about a topic. Ask them questions. Do you take notes? Do you note what your teacher teaches you? Tell them the significance of note-taking and appreciate their answers.

Activity 3:

Ask students to open textbook on page 79 and read the statement (iv). Make them notice that Umar is making notes for the upcoming Teachers' Day celebration. Let's read what he had written. Make them notice the use of note-taking technique. Address their queries and check their understanding.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the rules to locate words in the dictionary according to alphabetical order.

Homework: (0 mins)

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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic: Reading and Critical Thinking and Vocabulary** **Date: _____**

Objective(s):

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

- Reading and critical thinking.
- Memorize the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Call students as volunteers. Ask them to draw anything on the board. Ask rest of the students to describe what has been drawn on the board. What's the reason that they have described picture in this way? Appreciate their answers. Ask students what was in their minds when they drew that picture? Use ideas of students as examples to introduce the concept of critical thinking.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to think and read text critically and getting to know about new vocabulary. Ask students to open textbook on page number 79 and read the statement (B) from the section Time to Think. Ask them to read about the different fire safety rules on the internet and note down some rules in their notebook. Check their work and correct their mistakes.

Ask students to recall the story; "Teachers: Our Roles Models' and share the words with the class that they found interesting and new. Appreciate their responses. Use their responses to bring them towards vocabulary building.

Activity 1:

Ask students to open text book on page 80 and read the statement (i) from the Vocabulary Section (A). Make them read the given words with their meanings. Assess their pronunciation and understanding.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess by giving them a speaking task. Have students share the meanings of newly learnt vocabulary and to create sentences. Appreciate their responses.

Homework: (2 mins)

Write the newly learnt vocabulary with correct meanings and spellings.

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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy

Topic: Paired Adjectives

Date:

Objective(s):

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

Recognize meaning of common adjectives in relation to each other e.g. huge-big

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82, pictures

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Begin the session by showing pictures to the students which have been given below. Ask them to look at the picture carefully and describe the picture in one word. Once they choose one word for it then ask rest of the class to choose another word for this picture description that is similar to the previous word. Appreciate their responses. Use their answers as reference to introduce them with the concept of paired adjectives. (wealthy-rich, jungle-forest, old-ancient)



Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn and recognize the meaning of common adjectives in relation to each other. Make them recall the concept of adjectives. Ask different questions related to adjectives such as; what is the role of an adjective? Give some examples of adjective. Can you use any adjective in sentence? Appreciate their responses. Tell them that adjectives are words that describe people, places, animals, and things. They provide information about quality, quantity, colour, size, shape, origin etc. Some adjectives have similar meanings but have a different force, e.g. big-huge. Check their comprehension by asking them to give more examples of adjectives. Encourage them to answer and share their ideas.

Activity 1:

Ask students to open textbook on page number 80 and read the statement (ii). Make them read the given examples. Check their understanding and address their queries.

Activity 2:

Ask students to open textbook on page number 80 and read the statement (iii). Make them think of other common adjectives for the following words and complete the table. Monitor their work and progress.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Ask students to give the information based on adjectives and share more examples.

Homework: (2 mins)

Ask your parents to challenge you with some adjectives and you have to find common adjectives for those 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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic:** Pronoun Cases **Date:**

Objective(s):

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

Recognize and use: I, we, you, they, it, etc. as **subjective case** me, us, you them, it, etc. as **objective case** and mine, our, your, his, her, etc. as **possessive case** of personal pronouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80-82

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Begin the session by writing different statements on the board. Aliyan is a good athlete. Ask students to replace Aliyan with appropriate pronoun. He is a good athlete. Ask the reason from them for their selection of pronoun. Appreciate their responses. Write statements in an incorrect manner and ask them to identify the mistakes. Use their answers and responses as reference to teach pronoun cases. After breakfast, he and **me** (I- correct) went to the hockey ground. My bag is on the table. It is **ours** (mine-correct). Saira gave **his** (her/him-correct) a present. Their bags are in the examination hall. They are **them** (theirs-correct). **Its** (his-correct) son lives in London. Ask students to identify the mistakes and rectify it. Note down their responses on the white board. Ask reasons from students for correcting it that way. Use their answers as reference to teach pronoun cases.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn pronoun cases. Ask them different questions to check their understanding related to pronouns. What is the function of pronoun? Give different examples. Use their examples to bring towards the concept of pronoun cases. Tell them that subjective pronouns are those pronouns that perform action in a sentence. They are I, she, he, you, we, they etc. Ask students to create sentences using these subjective pronouns. Appreciate their responses and correct their mistakes.

Activity 1: Ask students to open textbook on page 80 and read the statement (i) from Grammar Section (B). Make them read the given sentences and notice the use of subjective pronouns. Monitor their work and check their understanding.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the concept of pronouns and subjective pronouns using relevant examples.

Homework: (2 mins)

Write subjective pronouns 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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic: Pronoun Cases** **Date: _____**

Objective(s):

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

Recognise and use: I, we, you, they, it, etc. as **subjective case** me, us, you, them, it, etc. as **objective case** and mine, our, your, his, her, etc. as **possessive case** of personal pronouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 81, 82

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Initiate the session by making them recall the concept of subjective pronouns. Check their understanding by asking them to give relevant examples in relation to subjective pronouns. Use their responses to bring them towards objective pronouns and possessive pronouns.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn about pronoun cases: objective pronoun, subjective pronoun and possessive pronouns. Introduce the concept of objective pronoun and ask students about their thoughts related to the use of objective pronouns. Do you know what objective pronouns are? Why do we use it? Ask them to give examples. Correct their mistakes. Tell them that objective pronouns are those pronouns that receive the action in a sentence. They are me, you, him, her, us, them, etc. Address their queries. Introduce the concept of possessive pronouns by making students predict about the function and use of possessive pronouns. Ask them to give examples. Correct their mistakes. Tell them that the words which show possession in sentences or phrases are called possessive pronouns. Address their queries.

Activity 1: Ask students to open textbook on page number 81 and read the statement (ii). Make them read the given objective pronouns and their sentences. Check their understanding and ask questions related to this concept.

Activity 2: Ask students to open textbook on page number 81 and read the statement (iii). Ask them to read the given possessive pronouns and their sentences. Check their understanding and ask questions related to the concept.

Activity 3: Ask students to open textbook on page 81, 82 and read the statement (iv). Make them fill in the blanks with correct pronoun case. Monitor their work and correct their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to solve the given worksheet

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Identify the Pronouns

Read each of the following sentences carefully. Identify and circle all the words which are functioning as pronouns.

1. My brother dropped his lunch box on the ground.
2. The boys standing under the tree are eating their lunch.
3. When I looked over at him, I realized that he was reading a book.
4. The guys ate all of their pizzas.
5. Granma is waiting for her shawl.
6. He did not know the right answer, but neither did I.
7. Why don't you go outside?
8. Take me with you.
9. I like running fast.
10. What are you eating now?



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic:** Can/Cannot, May/May not **Date:** _____

Objective(s):

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

Illustrate the use of can /cannot and, may/may not.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students that how they show their responses if they ask permission and are incapable of doing something. Make them share their responses by using the situation where they have to seek permission and to show inability to do something. Encourage their responses and correct their mistakes where required. Use their responses as a reference to teach the concept of can/cannot, May/ May Not.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn about the use of can/ cannot, may/ may not. Tell them can/cannot, are used to show some ability or inability in sentences. 'May' and 'may not' are used to ask or deny permission in sentences. Check their understanding by giving them different scenarios to make use of can/cannot, may/may not appropriately. Appreciate their responses.

Activity 1: Divide the students in pairs. Give them different situations where they have to role play the dialogues by making use of can/cannot, may/may not appropriately. Seeking permission from parents to go on a trip. Unable to attend a birthday party of a friend. Unable to perform any task for example unable to play hockey because of leg injury. Able to ride a bicycle. Encourage students to participate in this activity and appreciate their responses. Monitor the use of can/cannot, may/may not.

Activity 2: Ask students to open textbook on page 82 and read the statement (v). Ask them to read the given sentences and notice the use of can/cannot, may/may not. Check students' understanding related to the imparted concept.

Activity 3: Ask students to open textbook on page number 82 and read the statement (vi). Ask them to construct meaningful sentences using the following modal verbs. Monitor students' work and make them revise and rectify their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the key features of modal verbs.

Homework: (0 mins)

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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic: Prepositions of Movement** **Date:** _____

Objective(s):

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

Use some words showing movement

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82, chart papers

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". Take chart papers in the classrooms. Divide students in 5 to 6 groups. Distribute chart papers amongst students. Ask them to draw a map and show directions on it. Locations can be of a school, hospital, market, restaurant, shopping malls etc. Once they are done with map creations, ask every group to come forward to show their maps to students and students have to decipher the directions mentioned on the maps. Make them say the directions in their own words. Encourage their efforts. Appreciate their responses. Use their answers to bring them towards the concept of prepositions of movement.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the prepositions of movement. Ask different questions from them. What are the words they we usually use to show movement? Give relevant examples. What do they know about preposition and preposition of movement? Appreciate their answers. Tell them that prepositions of movement show movement of an object from one place to another. Check their understanding by giving them different situations. Journey from one city to another. Movement from home to school. Give them different situation like these. Check their application of preposition of movement. Correct their mistakes where required.

Activity 1: Ask students to open textbook on page 82, and read the statement (vii). Make them read the given sentences and notice the use of preposition of movement. Check their understanding and address their queries.

Activity 2: Ask the students to open textbook on page 82 and read the statement (viii). Make them read the sentences given below and underline the prepositions of movement. Assess their performance. Check their understanding related to the concept.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to solve the given worksheet.

Homework: (2 mins)

Relearn the classwork.

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	4		40 min

Worksheet

Name: _____

Date: _____

Look at the pictures given below. Write appropriate preposition of movement against each picture.

off	into	across	around	Away from	onto	off
through	past	toward	up	over	out	under





























Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic: Adverbs** **Date: _____**

Objective(s):

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

Recognize that an adverb qualifies verbs, adjectives and other adverbs

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 83

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 sentences on the white board and ask students different questions related to it. The swimmer swam quickly and won the tournament. How? (**quickly**) I will be there soon. When? (**soon**) Come inside for dinner. Where? (**inside**). She is somewhat annoyed. To what extent? (**somewhat**). Ask students that what kind of words are used to suggest how something is done, when something is done, where something is done, to what extent something is done. Appreciate their responses. In this way, bring them towards the concept of adverbs.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the use of adverbs. Ask students questions related to adverbs. What is an adverb? What is the function performed by adverbs. Encourage their responses. Correct their mistakes. Tell them that an adverb is a word that modifies a verb, or an adjective, and other adverbs.

Activity 1:

Ask students to open textbook on page 83 and read the statement (ix). Make them read the given sentences and notice the use of adverbs. Check their understanding by asking questions.

Activity 2:

Ask students to open textbook on page number 83 and read the statement (x). Ask them to complete the following sentences. Monitor their work.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the use of adverbs and give relevant examples.

Homework: (2 mins)

Write five sentences using adverbs.

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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **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.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 83

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 making use of appropriate punctuation marks. Ask students to identify the mistakes and rectify it. Make them give the reasons for rectifying the sentences. Encourage their participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to use the punctuation according to the rules learnt earlier. Make them recall the rules and have them share with the class. Appreciate their responses. Correct their concepts, if they commit mistakes while applying the rules of punctuation.

Activity 1:

Ask students to open textbook on page 83 and read the statement (xi). Make them read and notice the use of punctuation appropriately.

Activity 2:

Ask students to open textbook on page 83 and read the statement (xii). Make them punctuate and capitalize the following sentences. Monitor their responses and correct their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to challenge their class fellows at random to explain the rules of using punctuation marks.

Homework: (2 mins)

Revise classwork.

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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic:** Writing short notes **Date:**

Objective(s):

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

Read and write short notes written for different purposes to write short notes of their own to friends and family members.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 84,

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

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

Show the picture to the students which has been given below. Ask them to share their thoughts about the picture. Ask them different questions related to the picture. What do they see in this picture? What is the purpose of writing this card? Have they seen such kind of cards before? What kind of information do they see in this picture? Appreciate their responses and bring them towards the concept of writing short notes.



Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn about writing short notes for different purposes. Tell them that a short note is an informal note. It is a piece of writing that gives you information. Ask students if they have written short notes before. What have they written in short notes and for whom they have written it? Encourage them to share their responses. Use their responses to elaborate this concept more.

Activity 1:

Ask students to open textbook on page 84 and read the statement (i) from Guided writing (A). Make them read the given short notes. Make them go through the purpose of writing short notes and to notice the writing style of short notes. Address their queries and elaborate the concept.

Activity 2:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Ask students to open textbook on page 84 and read the statement (ii). Make them write a short note to their sister and inform her about a plan for group study at their friend's house. Monitor their work and rectify their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to quickly give an overview of the purpose of writing short notes.

Homework: (0 mins)

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	4		40 min

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

Unit Name: Eat Healthy, Stay Healthy **Topic: Writing short informal invitations** **Date:**

Objective(s):

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

- Read and write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions: •Purpose •Date and time •Venue Name of addressee and sender
- **(Creative Writing)** Write guided replies accepting the invitation

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 84, 85

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Initiate the session by asking different questions from the students. How do they invite their class fellows at their birthday party? Did they receive invitation letters or cards before? What kind of information is written on the invitation cards? Use their answers as reference to bring them towards writing a short formal invitation.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn to write short informal invitations. Tell them that an invitation letter is a request for the presence of an individual or a group of people to an event such as a wedding, a graduation ceremony or a birthday party. Ask them to share their experiences of receiving an invitation letter. Appreciate their responses. What was their decision when they received the invitation? Did they accept it or decline? Use their answers to elaborate the concept of writing invitation.

Activity 1: Ask students to open textbook on page number 84 and 85 and read the statement (iii). Make them read the given invitation letters. Ask them to carefully notice the writing style and content of invitations. Attend their queries as well.

Activity 2: Ask students to open textbook on page number 85 and read the statement (B) from Creative Writing section. Ask them to write an email to their friend, inviting him/her to their birthday party. Check their written work and provide them with feedback.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the purpose of writing invitations and to whom informal invitations can be written?

Homework: (0 mins)

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	4		40 min

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

Unit Name: The Gift of Tree **Topic: Prediction and Recitation** **Date:** _____

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Recite poems with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88, pictures

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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



Begin the session by showing them the picture given below. Give them some time to think. Make them predict by asking questions from them to check their understanding. What do you see in this picture? Who are the characters in this picture? What is the message shown in this picture? Encourage them to participate. In this way, bring them towards the concept of prediction.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about predicting the content and vocabulary and recitation of poems with actions. Give them some time to think. Make them predict by asking questions from them to check their understanding. Look at the given picture and tell if it is good to cut trees. What benefits do we get from trees? What would happen to the environment if trees disappear from the world? Appreciate their answers. Ask what do they what are they going to

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

read? What kind of content would be there? Use their answers as reference to predict about content and vocabulary.



Activity 1:

Ask students to open textbook on page number 87 and read the poem titled, 'The Gift of Tree'. Model the poem by reading with correct pronunciation and intonation. Ask students to read the poem aloud for an accurate production of sounds of letters and words. Guide them through applying punctuation rules to assist accuracy and fluency. Discuss the theme of the poem with them.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the different aspects read in a poem.

Homework: (2 mins)

Share the importance of trees with your parents.

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	4		40 min

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

Unit Name: The Gift of Tree **Topic:** Three sounds of -ed **Date:**

Objective(s):

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

Recognize and practise that ed has three sounds i.e. "d", "t", "id" through context.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write -ed on the board and ask students to create words that have ed ending. For instance; checked, processed, delighted, excited, frightened, cried. Ask them to pronounce these words and observe the ending sound. Ask them if they see any difference in the ending sounds of these words. Then use above examples to introduce the concept of sounds with -ed endings. Appreciate their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the words with -ed endings and the -ed ending sounds. Tell them if the -ed endings follow the letters 'p, k, sh, ch,s,f', then the ending sound will be 't'. If the 'ed' ending follows the letters 'b, g, i, j, l, m, n, o, u, v, z' then the ending sound will be 'd'. If the 'ed' ending follows the letters 't or d,' then the ending sound will be 'id'. Ask students to apply these rules and give more relevant examples.

Activity 1:

Ask students to open textbook on page number 88 and read the statement (i) from Phonics Practice Section (A). Make them read the different sounds for the -ed endings in words. Monitor their work and ask different questions to assess their understanding.

Activity 2:

Ask students to open textbook on page number 88 and read the statement (ii). Make them say the words and put in them in their respective columns. Check their work and correct their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the rules of pronouncing -ed sounds with examples.

Homework: (2 mins)

Write five words using -ed endings and identify their ending sounds.

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	4		40 min

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

Unit Name: The Gift of Tree **Topic:** Dialogue **Date:** _____

Objective(s):

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

Demonstrate conventions and dynamics of oral interaction in group to: •Engage in conversation

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88, 89

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

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

Divide the class in pairs. Give different situations to students and ask them to role play dialogues. Situations such as asking for directions, conversation between doctor and patients, conversation between class fellows. Monitor their performance. Appreciate their efforts. Use their performances to demonstrate the conventions and dynamics of oral interaction in group.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to demonstrate conventions and dynamics of oral interaction in group. Make them learn how to interact appropriately with other people during a conversation. Instruct them that if they want other people to be attentive towards them or to seek their attention during a conversation then they should use polite language, talk with other people in a gentle voice using a tone that is audible for everyone. They should speak when it's their turn to speak. They should use the content in communication that is relevant. Avoid using foul language while interacting with class fellows. Respect each other's point of views and opinions. Divide the students in pairs and give them different scenarios to have oral communication. Dialogue between student- teacher (if they have not understood any point, how would they ask their teacher to repeat the instructions? Dialogue between student-student (how would they ask their class fellow to help him/her and take out time for combine study). Give them different situations and ask them to apply the rules of oral interaction within this activity. Monitor their performance.

Activity 1: Ask students to open textbook on page 88, 89 and read statement (B) from Listening and Speaking Practice. Make them read and practice the given dialogue. Check for their pronunciation and dialogue delivery.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the conventions of oral interactions.

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	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: The Gift of Tree **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):

Expressing understanding of story through role play.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89, placards

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 them recall the poem, 'The Gift of Tree'. Ask them to share the points which they remember about the poem. Appreciate their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to use critical thinking to respond to the text and expressing understanding of story through role play. Ask them to open textbook on page 89 and read the statement (i) from the section Comprehension Time (A). Make them answer these questions. What do trees offer to those who love them? Where does the sun vanish? How do trees tell of years that swiftly pass? Why do trees offer infinite wisdom and grace? Write any five uses of trees. Check their understanding by making them elaborate their answers. Correct their mistakes.

Activity 1:

Divide the students in groups and distribute placards amongst them. Ask students to make placards on the theme and important components of this poem. Make them give presentations on the theme of this poem. One participant from each group will present. Check their pronunciation of words and understanding of the theme. Appreciate their efforts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the importance of trees in our lives.

Homework: (2 mins)

Relearn classwork.

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	4		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Unit Name: The Gift of Tree

Topic: Table of Contents and Glossary

Date:

Objective(s):

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

Use textual aids such as table of content and glossary for greater comprehension of texts.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89-90

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Initiate the session by asking students to look at the content pages of their English books. Ask them to share what kind of information they see in that content pages. Encourage them to share their thoughts about content pages. In this way bring them towards comprehending table of contents and glossary.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn to comprehend table of contents and glossary. Ask them questions about table of contents without making them look at textbook exercises. What kind of information do you get in table of contents? Why do you use table of contents? Differentiate about different subjects table of contents. Appreciate their responses. Use their answers to relate with the purpose of using table of contents in textbook. Tell them that a table of contents helps us to locate different chapters/units in a book.

Activity 1: Ask students to open book on page number 89 and read the statement (ii). Make them read the given table of contents then fill in the blanks. Check their understanding and correct their mistakes.

Tell them that a glossary is a list of words usually found at the end of a book with their meanings. Ask from them also in what ways learning a new vocabulary helps them in improving their understanding level, written and oral skills. Appreciate their responses.

Activity 2: Ask students to open text book on page number 90 and read the statement (iii). Make them look and read the glossary and answer the following questions. Ask students to take help from the given content and answer the questions appropriately. Monitor their responses. Correct their mistakes.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share the information related to table of contents and glossary.

Homework:

(2 mins)

Write five sentences using glossary.

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	4		40 min

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

Unit Name: The Gift of Tree **Topic: Critical Thinking & Vocabulary** **Date:**

Objective(s):

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

- Reading and critical thinking
- Memorize the vocabulary words with their meanings

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 90, flashcards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Initiate the session by showing flash cards having pictures of different species of trees on it to the students. Ask students different question. What do they know about the trees? Do they see any difference between them? What are the names of these trees if they know? Appreciate their responses. Later on, share correct information with the class about these trees.



Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read, think critically and to develop a new vocabulary. Ask students to read the poem, 'The Gift of Tree' and underline the words which they find difficult while reading it. Give them some time. Make the students share the words which they have found difficult in the poem. Write all the mentioned words on the boards. Make them predict the meanings of these words and write all the meanings shared by the students on the board. Correct their mistakes by telling them the correct meaning.

Activity 1:

Ask students to open textbook on page 90 and read the statement (i) from the Vocabulary Section (A). Make them read the given words with their meanings. Monitor their work.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Ask students to recall the meanings of the newly learnt words.

Homework: (2 mins)

Read the information related to trees found in Pakistan on the internet, paste the pictures of different species of trees along with collected information in your notebook. Also share this information with your classmates.

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	4		40 min

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

Unit Name: **The Gift of Tree** **Topic:** Use of similes **Date:**

Objective(s):

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

Use some common *similes* in speech and writing e.g. *as black as coal*

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 91, flashcards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Initiate the session by asking students different questions related to the flashcards. Show them the flash cards and ask questions such as, what do they see in these flash cards? Do you see similarity between the shown objects? How would you compare these two objects? Can you create sentences using these two objects? Appreciate their responses and use their answers to bring towards the concept of similes.



Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the use of similes in their speech and writing. Elicit their responses by asking a question. Did you know the term simile? What do you understand by this word? Appreciate their responses. Tell them that a simile is a figure of speech that compares two different things in an interesting way. The words 'like' and 'as' are used to compare two different things.

Activity 1:

Ask students to open textbook on page number 9 and read the given statement (ii). Make them look and read the given similes and notice its use. Monitor their work while they read it. Check their understanding by asking different questions and rectify their mistakes.

Activity 2:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Ask students to open textbook on page number 91 and read the statement (iii). Make them read the given sentences and underline the similes. Monitor their responses and correct them where necessary.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the information related to similes and the words which are used to draw comparisons.

Homework: (2 mins)

Write some more similes after consulting with your parents.

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	4		40 min

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

Unit Name: The Gift of Tree **Topic:** Words showing possession **Date:**

Objective(s):

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

Practice and use of words my, our, your, his, her etc. to show possession.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 91

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Initiate the session by writing some sentences on the board. 'This book is mine'. 'That is our home'. 'It's her cat'. 'These are not my shoes'. 'Can I borrow your pen?' Ask students different questions related to the statements. What are those words in the sentences which show that the thing belongs to someone? Make them identify those words. Ask them to give more relevant examples that show that something belongs to someone. Appreciate their responses. Use their answers as a reference to develop the concept of words showing possession.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about using possessive words. Tell them that a possessive word shows ownership. 'My', 'our', 'your', 'his', 'her', etc. are possessive words. Give them some cues and ask them to use possessive words and describe these objects. 'Classroom', 'bag', 'car', etc. Monitor their responses and correct their mistakes.

Activity1:

Ask students to open text on page 91 and read the statement (i) from Grammar section (B). Make them read the given sentences and notice the use of possessive words. Monitor their work. Check their understanding.

Activity 2:

Ask students to open textbook on page 91 and read the statement (ii). Have them complete the sentences using the possessive words. Check their work and provide them feedback. Correct them if they are wrong.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Give students some sentences and ask them to identify possessive words

Homework: (2 mins)

Write five sentences using possessive 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	4		40 min

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

Unit Name: The Gift of Tree **Topic: Modal verbs** **Date:** _____

Objective(s):

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

Identify and use should/ should not to express permission and prohibition.

Resource Material:

Chalk/Marker, White/Blackboard, chart papers Textbook page 92, Worksheet

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".

Initiate the session by giving students different situations where they have to create dialogues using the situations. A dialogue between two friends where one friend needs advice about how to prepare for the final examinations. A dialogue between doctor and a patient where doctor is recommending patient how to follow prescriptions. Dialogue between parents and child where parents are sharing do's and don'ts and how to display good manners. Use their choice of words and content as examples to teach modal verbs.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the use of modal verbs. Tell them that 'should' is used to make recommendations, to give advice or to talk about an obligation. 'Should not' is used in negative sentences.

Activity 1:

Ask students to open textbook on page number 92 and read the statement (iii). Make them read the given sentences and notice the use of 'should' and 'should not'. Monitor their work.

Activity 2:

Ask students to open textbook on page 92 and read the statement (iv). Make them complete the sentences using 'should' or 'should not'. Check their work and rectify their mistakes.

Activity 3:

Ask students to open textbook on page 92 and read the statement (v). Have them construct meaningful sentences using the following modal verbs. Check their application of modal verbs and provide them feedback.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Solve the given worksheet.

Homework: (0 mins)

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	4		40 min

Worksheet

Name: _____

Date: _____

Make a list of the things that you should and should not do while sitting in your classrooms.



Should	Should not

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: The Gift of Tree **Topic:** Joining Words **Date:**

Objective(s):

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

Demonstrate use of *and*, *or* and *but*

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 92, 93

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Initiate the session by giving different situations where they have to choose between two options, have to tell the class about their likes and dislikes, share more information about something. (to choose between buying a bicycle or toy, adding more information about specifications of a car, sharing information about disliking burger and liking fries (any food). Use their answers as a reference to bring them towards the concept of joining words.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn using joining words appropriately. Elicit responses from them about joining words. Do you know the term joining words? What does this term, joining words suggest? Can you give any relevant examples? Appreciate their responses. Tell them that joining words are used to join words or sentences. Some joining words are 'and', 'but', 'or' etc. Make them use joining words in their sentences.

Activity 1:

Ask students to open textbook on page 92 and read the statement (vi). Make them read the given sentences and notice the use of joining words. Monitor their work.

Activity 2:

Ask students to open textbook on page 93 and read the statement (vii). Ask them to complete the following sentences by selecting an appropriate joining word. Check their work and correct their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to use joining words in sentences of their own.

Homework: (2 mins)

Relearn the classwork.

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	4		40 min

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

Unit Name: The Gift of a Tree **Topic:** Adverbs of manner **Date:**

Objective(s):

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

Identify and use simple adverbs of manner.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 93 and 94, flash cards and box

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

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

Write adverbs on the cards made of chart papers. Do not introduce the concept of adverbs directly. Write adverbs such as greedily, sadly, easily, calmly. Put these cards in the box. Ask students to open the box and take out cards and read that word loudly. Ask students to share their opinion about the meaning and use of the word written on the card. Then ask them to create a sentence using this word. Challenge the students to tell the purpose of the used word in a sentence whether it is giving you information about verb, adverb or adjective. Ask them to tell the category of this word in relation to parts of speech. (noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection, article) Monitor their performance and appreciate their efforts. In this way, bring them towards the concept of adverbs of manner.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the use of adverb of manner. Adverb of manner tells us the manner or way in which something happens. Show them these charts and ask them what they understand after looking at the examples. What do these highlighted words indicate? Monitor their responses and clear their understanding related to adverbs of manner.

Adverbs of Manner 	cheerfully, efficiently, painfully, carefully, slowly, badly, easily, well, quickly, etc.	- The children were playing happily with their toys. - The police dealt with the incident very efficiently.
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Activity 1:

Ask students to open textbook on page number 93 and read the statement (viii). Ask them to read the given sentences and notice the use of adverbs of manner. Check their understanding by asking questions.

Activity 2:

Ask students to open textbook on page number 93 and read the statement (ix). Make them read the sentences and underline the adverbs of manner. Monitor their responses and provide feedback.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Activity 3:

Ask students to open textbook on page 94 and read the statement (x). Make them use the given adverbs in their sentences and write them in their notebook. Check their work and rectify the mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Give them some sentences and ask them to identify adverbs of manner.

Homework: (2 mins)

Make a list of adverbs of manner.

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	4		40 min

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 3

Unit Name: The Gift of a Tree

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.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94, shapes of punctuation marks

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Begin the session by writing a paragraph on the board without punctuation marks. You may use the paragraph given below. Ask students to share what they understand out of this paragraph. Without punctuation marks meaning of the paragraph is ambiguous. Ask students what is missing out in this paragraph. Call any student and ask him/her to make it meaningful by inserting important punctuation marks appropriately. Provide feedback once they are done with inserting punctuation marks.

Suddenly, Bilal had a glimpse of that sparkling fish. The fish came up on the surface of the river and requested Bilal, "Hey young boy, please let me go. Don't catch me! I'm one of the rare species of sparkling fish."

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to recall the rules of punctuation marks. Make them recall the use of full stops, question marks, capitalization, commas, and exclamation marks.

Make shapes of these punctuation marks on the chart papers. Write some sentences on the board in such a way that each sentence lacks only one punctuation mark. Call any student and ask him/her to paste that punctuation shape against the sentence where it is needed. Ask the reason

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

from the students for pasting that specific punctuation mark. Appreciate the responses of the students. Rectify their mistakes where required.

Activity 1:

Ask students to open textbook on page number 94 and read the statement (xi). Make them rewrite the given sentences by using correct capitalization and punctuation marks in their notebook. Check their work and rectify their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the purpose of using punctuation marks.

Homework: (0 mins)

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	4		40 min

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 4

Unit Name: The Gift of Tree

Topic: Central idea and Rhyming Words

Date:

Objective(s):

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

- Identify and write the central idea of a given poem in simple language.
- List rhyming words and write a poem

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94, placards.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

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

Show them the given picture. Ask students to describe the picture in their own words. Write down all the mentioned points by the students on the board. Ask students to keep picture description in mind and select any one idea or ideas (title) which they consider suitable for the picture. Appreciate their responses.



Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about central idea of a poem and writing a poem with central idea and writing a poem using rhyming words. Tell them that central idea of a poem discusses the main thought of the whole poem. It is also called the main idea. Central idea connects all the other ideas written in a poem/text. The whole content revolves around a central idea. Make them recall the poem, The Gift of Tree, and ask different questions to recall the ideas and content that they came across in the poem. Appreciate their responses.

Ask them to recall the poem, The Gift of Tree and recognize the words which have similar sounds. Encourage them to participate.

Activity 1: Ask them to open textbook on page number 94 and read the statement (i) from Guided Writing section. Ask them to read the central idea of the poem, 'The Gift of Tree'. Check their understanding.

Activity 2: Ask students to open textbook on page number 94 and read the statement (ii). Ask them to write the central idea of the poem, The Wind in their notebooks. Check their work and rectify the mistakes.

Write some words on the placards such as cry (try), lie (die), drill (brill/shrill), and ask them to say the words which have similar sounds like the words written on the cards. Appreciate their responses.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Activity 3:

Ask students to open textbook on page 94 and read the statement (iii). Ask them to list four pairs of rhyming words and write a simple poem about 'The beauty of trees' using them. Check their work and provide them with feedback.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to give small presentation on the significance of central idea of this poem.

Homework: (0 mins)

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	4		40 min

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 5

Unit Name: The Gift of Tree

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 94

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Initiate the session with the help of concept questioning. Ask what type of story books, sports magazines and comics do they like? What do they like most about storybooks/ story writing and fictional writing? Did they ever write anything about any topic? Use their answers as an examples to link with the concept of creative writing. Appreciate their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about creative writing. Make them recall all the important information that they have read in relation to creative writing. Tell them that with the help of creative writing they give vent to their own ideas, thoughts, emotions and feelings. Ask students to unanimously decide a topic. Write topic on the board and ask students to share ideas one by one related to the topic. Note down all the points on the board. Then rearrange points in the form of a paragraph. Eliminate irrelevant ideas and points. Appreciate students' participation.

Activity 1:

Ask students to open textbook on page number 94 and read the statement (B) from Creative Writing section. Make them think if a tree could talk, what kind of story would it tell you? Imagine and write it down in your notebook. Check their work and provide them with feedback.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the specifications of creative writing.

Homework:

(2 mins)

Ask your parents to assign you any topic and you have to share information about that topic with your parents.

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	4		40 min

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

Unit Name: Review 3

Topic: Review

Date:

Objective(s):

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

Review-3

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 95-97

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

This is the revision of previous concepts. Ask students to tell what do they know about -ed ending sound. Encourage them to share examples of the mentioned concepts. Correct them if they give wrong example. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to revise previous concepts and do exercises of review-3. Have them recall the concepts of -ed ending sounds and long and short vowels. Ask students to open their textbooks at page 95. Read statement 1 from the 'Oral Communication' section. Ask students to write two words with each given -ed ending sound.

Now read statement 2, ask students to write words with short and long sounds of the given vowels. Read statement 1 from the 'Reading' section. Ask students to arrange the words alphabetically according to second letter.

Now read statement 2, ask students to write four compound words. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with correct spelling. Praise the students who finish their work first to boost their confidence. Give them star if they do neat work.

Read statement 1 from the 'Aspects of Language' section. Ask students to complete the given similes using the word bank. Now read the statement 2 and write five common nouns and proper nouns each. Appreciate their work.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share the compound words and words with short vowel and long vowel sounds they have written.

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	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: Review 3

Topic: Review

Date:

Objective(s):

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

Review-3

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 95-97

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

This is the revision of previous concepts. Ask students to share information about modal verbs? Encourage them to share examples of these concepts. Correct them if they give wrong example. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to revise previous concept and do exercise of review-3, Aspects of Language section. Have them recall the concepts of should/should not, joining words, possessive pronouns and objective pronouns, helping verbs and main verbs. Ask students to open their textbooks at page 96-97. Read statement (iii) from the Aspects of Language section. Ask students to complete the sentences using should and should not.

Now read statement (iv), make them write sentences using the given joining words.

Read statement (v) and make them underline the objective pronouns and circle the possessive pronouns in the given sentences.

Now read the statement (vi) and ask them to tick the helping verbs and cross the main verbs.

Monitor all the work done by the students. Appreciate their level of understanding and correct the mistakes where required.

Read statement (ii) from the Writing section. Ask students to write a paragraph on the beauty of nature in their own words. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly with correct spelling. Praise the students who finish their work first to boost their confidence. Give them star if they do neat work.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share the sentences that they have created using joining words.

Homework:

(2 min)

Relearn classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 1

Unit Name: The Sparkling Fish

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 and prior knowledge.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 98-99, flashcards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell students how you help others in need. Share your personal experiences with them.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read unit 11 'The Sparkling Fish'. Ask them to open the textbooks at page 98. Read the title of unit aloud. Ask them to look at the given pictures carefully. Then ask them to discuss these pictures and say some sentences about them. Ask them how do they care for their family and friends. Ask them did they ever helped someone in need? And how? Appreciate them at their active participation.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is a story. Explain some of the important elements of a story. Tell them about the importance of helping others. Ask them to share some ways to help each other at home and in school. Show them some flash cards to explain the ways to help others for their better understanding.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to read some sentences from text.

Homework:

(2 mins)

Ask students to read the story from textbook pages 98-99.

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	4		40 min

Flash cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: The Sparkling Fish **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 and prior knowledge.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 99-100, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask different questions about story. Some questions are:

What are the main characters of the story?

What did they do for living?

Why did Bilal go for fishing alone?

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read remaining unit 11 'The Sparkling Fish'. Ask them to open the textbooks at page 99-100.

Activity 1: Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is a story. Explain some of the important elements of a story. Ask them to tell what will happen next. Tell them about the importance of helping others. Ask them to share some ways to help others.

Activity 2:

Make groups of students. Bring the given worksheet to the class and distribute among these groups. Ask them to complete it. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to read some sentences from text.

Homework: (2 mins)

Ask students to read the story from textbook pages 99-100.

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	4		40 min

Worksheet

Name: _____

Date: _____



➤ Look - Read - Complete with the given statements in the below box :



Oh ! look at that old lady. Let's



You can't stand for a long time.



Our school is dirty. Let's



Let's collect money for the needy persons.



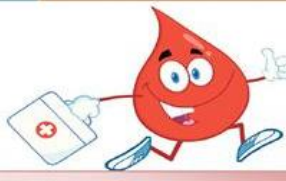
I'd like you to bring books. Together we can



Together we can collect food to feed poor people



There are many poor kids



Let's donate



The winter is close. Let's



- a- Have a nice and rich library.
- b- Help her cross the street.
- c- You can take my seat madam.
- d- Let's make them happy with these toys.
- e- They need our blood.
- f- Collect all the garbage together.
- g- They are hungry.
- h- To buy what they need.
- i- Help others with the clothes we don't wear anymore.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: The Sparkling Fish **Topic: Syllables** **Date:** _____

Objective(s):

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

- Recognize and use the conventions to demarcate three and four syllable.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 100-101

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 mins)

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

Ask students to tell what syllables are. Call some students at random and ask them to write some words from text on the board. Then ask them to divide these words into their syllables. Appreciate them at their correct responses.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to learn syllables. Tell them that a syllable is a group of letters with one vowel sound in it. A word can have one-or more syllables. Share some examples by writing on the board to reinforce the concept.

Activity 1:

Ask students to open textbook page 100. Read statement (i) from Phonics section. Ask them to read the given words and note their syllable division.

Activity 2:

Ask students to open textbook page 101. Read statement (ii) from Phonics section. Ask them to read the given words and put them into their respective columns. Then ask them to use these words in their own sentences. Guide them and help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some words on the board and call students at random to divide these words into their syllables.

Homework: (2 mins)

Ask students to make a list of ten words with their syllable division.

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	4		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: The Sparkling Fish

Topic: Oral communication

Date:

Objective(s):

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

- Demonstrate conventions and dynamics of oral interaction in group to: Take turns and Use polite expressions to seek attention

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 mins)

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

Have students sit in a circle. Ask them to share how do they take turns while speaking with their friends. Ask them to share how do they seek attention of their teacher in class. Note their responses.

Main Activities/Concept Building:

(22 mins)

Tell students that today they are going to learn about taking turns and expressions to seek attention. Share some expressions to seek attention and taking turns. Some are given below. Ask them to practice these expressions.

ASKING FOR ATTENTION	RESPONDING	SHOWING ATTENTION
Attention, please	Yes, please.	I see.
Can I have your attention?	Alright.	Well.
May I have your attention?	Sure	Tell me more
Look what I've got here.	What is it?	What happened next.

Take turns

- You start.
- I'll go first.
- Shall I go first?
- Do you want to begin?

Make your turn longer by giving examples

- What I mean is ...
- So, in other words ...
- For example ...
- Such as ...

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Activity 1:

Ask students to open textbook page 101. Read the given statement from listening and speaking practice. Ask them to read the given dialogue and notice the use of expressions of taking turns and seeking attention.

Activity 2:

Involve students in a role-play activity and ask them to seek permission to borrow a pencil or book from their friends.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make pairs of students and ask them to role-play the given dialogue.

Homework: (2 mins)

Ask students to practice the given dialogue with their parents or 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	4		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name: The Sparkling Fish

Topic: Question Answers

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): Relating what is read to their own feelings and experiences

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 102

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have recall some important points of unit. Ask different questions about text from them:

Why did Bilal go for fishing alone?

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do questions answers of the unit.

Activity 1: Ask them to open the textbooks at page 102. Read the given statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook. The correct answers are:

- The poor fisherman lived in a small village Talwara near River Ravi, in Punjab.
- It was difficult for Bilal to catch fish as he went alone that day and he was hopeless.
- The sparkling fish gave its scales to Bilal to sell them in the market.
- Yes, Bilal sold the scales of sparkling fish in the market and received a huge amount of money.
- If Bilal hadn't caught the sparkling fish, he could face difficult time and couldn't manage to get money for his father.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask questions from students and ask them to share their correct answers.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 6

Unit Name: The Sparkling Fish

Topic: Elements of Story

Date: _____

Objective(s):

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

- Recognize briefly story elements;
- Tell when and where the story is set.
- Describe the characters in a story.
- Express preferences about them.
- Retell a story in a few simple sentences

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26-27, Worksheet, flashcards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share names of their favourite story and tell names of some characters of that story. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about elements of a story. Explain that an element is an essential part of something and every fiction story has the same key elements: characters, setting, problem, and solution. Paste the flashcards of story elements on the board. (beginning, middle, end, paragraphs, characters, setting). Ask students if they know the meaning of the words. Make them brainstorming for ideas. Generate a discussion about beginning, middle, end and paragraph. Appreciate them at their correct responses.

Activity 1: Ask students to open textbook at page 102. Read the given statement (ii) from Comprehension section. Ask them to read the given elements of a story. Explain them by giving examples from different stories.

Activity 2: Bring given worksheet to class and distribute among students. Ask them to solve it. Guide them in completing the worksheet.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to identify and share some story elements from the text.

Homework:

(2 mins)

Ask students to write story elements of their favourite story.

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	4		40 min

Worksheet

Name: _____

Date: _____

Read each description. Write **C** in the box for character, **S** for setting and **P** for plot.

A rainy day

☐

The barking dog

☐

Building your house of straw
and getting it blown away

☐

A charming prince

☐

Deep in the woods

☐

Hansel and Gretel were lost,
and it was getting late

☐

The wicked witch

☐

The sharks were swimming
around us

☐

A sunny, beautiful day

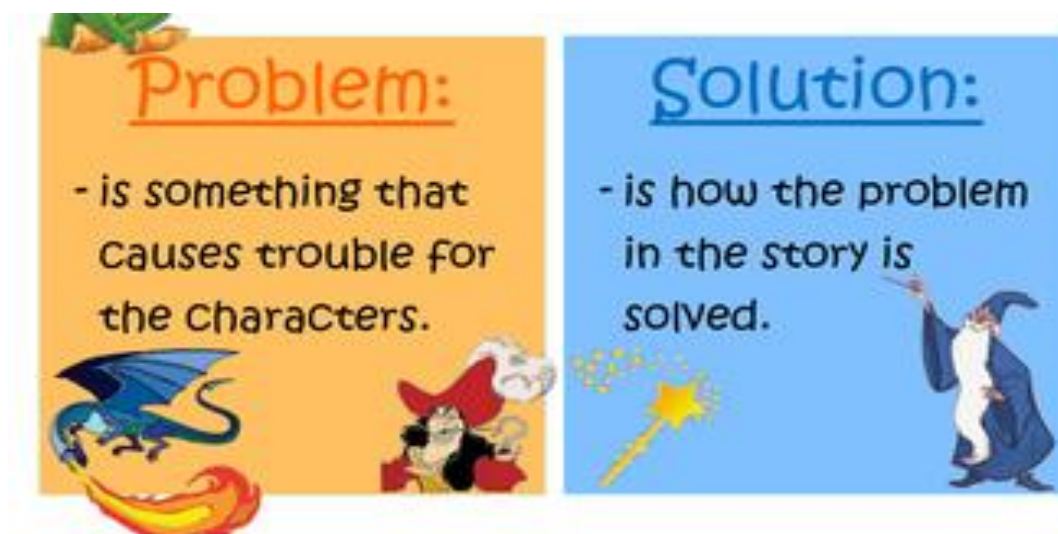
☐

The snake slithered away
very fast

☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Flashcards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 7

Unit Name: The Sparkling Fish

Topic: Reading time table and calendar

Date:

Objective(s):

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

- Locate specific information in a calendar and a class timetable.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 103

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to sit in a circle. Give them a calendar and ask them to mark their date of birth on it.

Ask them to pass it to each student.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn reading calendars. Explain to them that calendars are very important. They allow people to plan events and visits, attend events, and remember dates for various things like vacations. Calendars are simply charts that show the different days of the year. There are many types of calendars: yearly, monthly, weekly, and daily. These are all used for different purposes.

Tell them that all monthly calendars have the name of the month listed at the top of the page, and includes a different square for every day in that month. It also notes that sometimes, a week includes parts of two different months. Calendars often abbreviate the days of the week to take up less space. They might write "Sun" instead of "Sunday,".

Explain these important terms to students.

Calendar: a chart showing the different days of the year

Year: a unit of time that lasts for 365 days (366 days during a leap year)

Leap year: happens every four years; a year that has 366 days instead of 365

Month: a unit of time which contains 28, 29, 30, or 31 days, depending on the month, with each month called a different name; there are 12 months in a year

Week: a time period that lasts for seven days, with each day also called a different name; there are 52 weeks in a year

Day: a time period that lasts for 24 hours; seven days make up one week

Weekdays: Monday through Friday

Weekends: Saturday and Sunday

Activity 1:

Ask them to open the textbooks at page 102. Read the given statement (iii) from Comprehension section. Ask them to look at the given calendar and read it carefully. Then ask them to write answers of given questions.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

The correct answers are:

23rd March

There are four Sundays in the month of November.

There are four Mondays in the month of April.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them to look at the calendar and tell which months are longest and shortest. Note their responses.

Homework: (2 mins)

Ask students to complete the activity of critical thinking.

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	4		40 min

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

Unit Name: The Sparkling Fish **Topic: Words Meanings** **Date:** _____

Objective(s):

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

- Memorise the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 104, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some difficult words from story on the board and encourage students to share their correct meanings. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn words and meanings.

Activity 1:

Ask students to open textbook page at 104. Then read statement (i) from Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some of their sentences.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Write sentences of given words.

miserable:

teary eyes

sparkling

sniffles

starvation

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: The Sparkling Fish

Topic: Parts of Speech and Word family

Date:

Objective(s):

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

- Organize vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 104, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some words on the board. Call students at random. Ask them to tell and write which part of speech they belong to. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall parts of speech. Tell them that "parts of speech is one of the grammatical groups into which words are divided, such as noun, verb, and adjective".

Explain these parts of speech in detail. Ask them to share some examples of parts of speech.

- Noun refers to people, places, things, ideas, concepts, etc.
- A pronoun is used to refer to a noun/noun phrase, or nouns/noun phrases; instead of the repeated use of the same noun(s)/noun phrase(s).
- Verb shows an action or an ongoing condition.
- Adjective modifies or describes noun in a sentence.
- Adverbs modify or describe adjectives, verbs, or other adverbs. It answers the questions When? Where? How? or How much?
- Preposition gives context to nouns in relationship to other nouns or pronouns.
- A conjunction connects nouns, noun phrases, clauses or sentences together.
- Interjections are brief and abrupt pauses in speech, usually used for expressing emotions.

Activity 1:

Ask students to open textbook page at 104. Read the statement of (ii) from Vocabulary section. Then ask them to read the story again and find three words for each part of speech in the given table.

Activity 2:

Bring some ping pong balls and some plastic bags. Label the cups with the parts of speech and write vocabulary words on the ping pong balls. Have students toss the words into their corresponding parts of speech. You can have students guess which part of speech will fill up first, or challenge them to fill all the cups as quickly as they can.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some parts of speech with their examples.

Homework: (2 mins)

Ask students to complete 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	4		40 min

Worksheet for homework

Parts of Speech did me blue Mary I she and America know quickly in excellent on Ouch! but cat under Shh! kindly herself so want easy slowly Phew! he be house carefully Wow! between run or pen modern pretty now if Gosh! behind		Noun
		Verb
Pronoun	Adjective	Adverb
Preposition	Conjunction	Interjection

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Unit Name: The Sparkling Fish

Topic: Pronouns

Date:

Objective(s):

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

- Distinguish between and use the pronouns as subject and object and for possession

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 104, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students at random to share some examples of pronouns with their sentences.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn different cases of pronouns. Tell them that case refers to the way a noun or pronoun is used in a sentence. When it is the subject of a verb, it is in the subjective case (also called the nominative case). When it is the object of a verb or a preposition, it is in the objective case. When it possesses something, it is in the possessive case. Write some examples on the board of subjective case. The subjective (or nominative) pronouns are I, you (singular), he/she/it, we, you (plural) and they.

Activity 1:

Ask students to open textbook page at 104. Then read statement (i) from Grammar section. Ask them to read the given sentences of subjective case and notice the use of pronouns.

Activity 2:

Bring given worksheet to class. Distribute it among students. Ask them to complete it. Guide them and help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students to share some sentences by using subjective case of pronouns. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to

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	4		40 min

Worksheet

Name: _____

Date: _____

Change the underlined noun to a subject pronoun (I, you, he, she, it we, they)

- Saman eats pizza every day. _____
- Tom likes hockey. _____
- Inaya and Sana are friends. _____
- Haroon and I are students. _____
- Amna eats sushi. _____
- The bicycle is red. _____
- The children are happy. _____



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Unit Name: The Sparkling Fish

Topic: Pronouns

Date:

Objective(s):

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

- Distinguish between and use the pronouns as subject and object and for possession

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 104-105, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Make pairs of students. Ask first student to say any pronoun and ask second student to share its sentence. Appreciate them at their active participation.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall cases of pronouns. Tell them that case refers to the way a noun or pronoun is used in a sentence. When it is the subject of a verb, it is in the subjective case (also called the nominative case). When it is the object of a verb or a preposition, it is in the objective case. When it possesses something, it is in the possessive case. Write some examples on the board of subjective case. The subjective (or nominative) pronouns are I, you (singular), he/she/it, we, you (plural) and they.

Activity 1:

Ask students to open textbook page at 104. Then read statement (i) from Grammar section. Ask them to read the given sentences of objective case and possessive case. Ask them to note the use of these pronouns.

Pronouns								
subject (nominative case)			object (objective case)			possessive (possessive case)		
I			me			mine		
you			you			yours		
he	she	it	him	her	it	his	hers	its
we			us			ours		
you			you			yours		
they			them			theirs		

Activity 2:

Bring given worksheet to class. Distribute it among students. Ask them to complete it. Guide them and help them if need be. Check their work side by side.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share some examples of subjective, objective and possessive case pronouns.

Homework: (2 mins)

Ask students to write any five pronouns and their sentences in their 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	4		40 min

Worksheet

Name: _____

Date: _____

Circle the pronoun in each sentence. Then write subjective, objective or possessive on the line to tell the pronoun case.

- He was late for school. _____
- Who are they? _____
- Did she call the coach? _____
- Hamid went with me. _____
- That donut is his. _____
- Whose mother was on the phone? _____
- Should they eat before band practice? _____
- I remembered my permission slip but Tina forgot hers. _____
- Where are they? _____
- Did she get the job? _____
- The black one is hers. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: The Sparkling Fish

Topic: Forms of Verbs

Date:

Objective(s):

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

- Recall, articulate and use forms of some simple regular verbs, i.e. base, s/es, -ing, present participle, past participle and form of be, do, have.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 105, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some verbs on the board. Ask students to write the past form of these verbs. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read forms of regular verbs. Tell them that verbs are used to describe the action of nouns. There are two types of verbs: regular and irregular verbs. Regular verbs form their present and past participles by adding -ed.

Base Form of a Verb		
1 The Base Form	love	drink
2 The -S Form	loves	drinks
3 The Past Form	loved	drank
4 The -ING Form	loving	drinking
5 The Past Participle Form	loved	drunk

Activity 1:

Ask students to open textbook at 105. Then ask them to read given statement (ii) from Grammar section. Ask them to read the given forms of regular verbs. Ask them to use these forms of verbs in their own sentences for better understanding.

Activity 2:

Bring given worksheet to students. Distribute among students. Guide them in completing the worksheet. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Assessment: (5 mins)

Write some regular verbs on the board. Then call students at random and ask them to write their forms.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Complete the given table.

Present	Past	Past participle	-ing form	-s/-es form
marry				
	used			
		liked		
			playing	
				admits

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

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

Unit Name: The Sparkling Fish **Topic: Forms of verbs** **Date:** _____

Objective(s):

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

- Recall, articulate and use forms of some simple irregular verbs i.e. base, s/es, -ing, present participle, past participle and form of be, do, have.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 105, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some verbs on the board. Ask students to write the past form of these verbs. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read forms of regular verbs. Tell them that verbs are used to describe the action of nouns. There are two types of verbs: regular and irregular verbs. Regular verbs form their present and past participles by adding -ed. Irregular verbs form their present and past participles in different ways.

Activity 1:

Ask students to open textbook at 105. Then ask them to read given statement (iii) from Grammar section. Ask them to read the given forms of irregular verbs. Ask them to use these forms of verbs in their own sentences for better understanding.

Activity 2:

Bring given worksheet to students. Distribute among students. Guide them in completing the worksheet. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Get students into pairs and ask them to lend any storybook by using expressions of need and feelings.

Homework: (2 mins)

Ask students to write any five regular and five irregular verbs with their forms in their 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	4		40 min

Worksheet

Name: _____

Date: _____

Direction: Fill the correct forms of these regular or irregular verbs in blank.

1. I (begin) _____ the new project last week.
2. You (push) _____ the cart too hard and it crashed.
3. Javed and I (move) _____ the furniture in July, 2010.
4. The pelicans (find) _____ lots of fish to eat Thursday afternoon.
5. Our teacher (send) _____ the box to Quetta a week ago.
6. Maham (bake) _____ a lot of cookies for that party.
7. The lion (spend) _____ the night hunting.
8. The girl (stand) _____ in the rain for five minutes.
9. Danish (act) _____ in the play last fall.
10. Salman (give) _____ a donation five years ago.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: The Sparkling Fish

Topic: Adverbs of Time

Date:

Objective(s):

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

- Identify and use simple adverbs of time.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 106, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call students at random and ask them to write some adverbs on the board.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn adverbs of time. Tell them that adverbs of time are used to describe the verb and tell us when an action happened. Write some examples on the board.

Activity 1:

Ask them to open the textbooks at page 106. Read the given statement (v) from Grammar section. Ask them to read the given sentences and note the use of adverbs.

Activity 2:

Read the given statement (vi) from Grammar section. Ask them to read the given sentences and identify the adverbs of time. The correct answers are: next, monthly, tonight, last

Activity 3:

Make cards for each set of adverbs of time. The sets should include those for adverbs that answer the questions when, how often, and how long.

- Examples of adverbs that answer when are: today, yesterday, last year, a month ago, two weeks ago, etc.
- Examples of adverbs that answer how often are: rarely, frequently, regularly, weekly, often, never, etc.
- Examples for those adverbs that answer for how long are: 3 hours, not long, all day, since, etc.

Ask each student to draw a set number of cards. Then ask students to make sentences in rounds using the words on their cards.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Make pairs of students and ask them to complete the given worksheet with help of each other.

Homework:

(2 mins)

Ask students to learn the classwork.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

1. Put these sentences in correct order.

a). yesterday /She/ ice cream / ate.

.....

b). at the moment /cook/chicken / We/ in my house.

.....

c). soccer /today/ played / He.

.....

d). now/ cleaning/ I/ am/ my room/.

.....

e). My parents/ tomorrow/will/ arrive.

.....

f). to the /You/ will / go / cinema/ tonight.

.....



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: The Sparkling Fish

Topic: Full Stop

Date:

Objective(s):

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

- Recognize and use full stop with some abbreviations

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 106

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share why we use full stop. Write some sentences on board and ask students at random to mark full stop correctly.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about use of full stop with abbreviation. Tell them that an abbreviation is a shortened form of a word. It is written in capitals with a full stop at the end.

Activity 1:

Ask them to open textbook page 106. Read the statement (vii) from Grammar section. Ask them to read the words with their abbreviations. Ask students to share some more examples.

Activity 2:

Read the statement (viii) from Grammar section. Ask them to match the given abbreviations with their full forms. Help them if need be. The correct answers are:

Dr. = Doctor	St. = Street	Co. = Company
Govt. = Government	Ph. D = Doctor of Philosophy	Sr. = Senior

Activity 3:

Bring given worksheet to class and distribute among class. Make pairs of students and ask them to complete it. Help them if need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to write some abbreviations with their full forms on the board. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Reason/Comments:

Worksheet

Name: _____

Date: _____

Write the correct abbreviations for the words below. If you need help, you can look them up in a dictionary!

- | | |
|------------------|-------------------|
| 1. Mister _____ | 7. Thursday _____ |
| 2. Missus _____ | 8. Teaspoon _____ |
| 3. January _____ | 9. Doctor _____ |
| 4. Tuesday _____ | 10. Inch _____ |
| 5. Street _____ | 11. Junior _____ |
| 6. Avenue _____ | 12. Senior _____ |



Use numbers or initials to write the correct abbreviations.

1. Aaron Byron Cane _____ A. B. Cane
2. Doctor Dana Evelyn Frost _____
3. The thirtieth of July _____
4. Four feet, six inches _____
5. 827 Eucalyptus Drive _____
6. 46 Begonia Street _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Unit Name: The Sparkling Fish

Topic: Story Elements and writing a story

Date:

Objective(s):

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

- Identify the elements of a story: Plot- Beginning, middle and end of a conflict and resolution •Human, animal, imaginary characters and their roles •Setting
- Write a guided story using the elements of story writing
- Revise written work for correct spelling and punctuation, Pronoun-antecedent agreement, Subject-verb agreement, Tenses

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 107

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 elements of a story with their examples. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn story writing. Show students how to use graphic organizers such as story maps to think through their writing before they start. A story map is a tool, often used in both reading and writing instruction, that helps students to understand the important elements of a story. Before beginning a story, have students plan out story elements such as character, plot, setting, theme, problem and solution on a story map so they have it to refer to as they write the story. Fill in the graphic organizer together with your students the first few times to help them through the thinking process of coming up with the story elements that should be in the organizer

Activity 1:

Ask students to open textbook page at 107. Then read statement from Writing section. Ask them to look at the given pictures carefully and write a story by using these pictures. Start the story with an action, dialogue, or thought shot. Write your story as if it has happened already not as if it is happening now. Set the scene and introduce the setting, characters, and problems. Create separate paragraphs. Describe the characters feelings, sights, sounds, smells, not just sights. Brainstorm your ideas and then write your story. After completing the story, ask students to revise their story for correct spelling, punctuation, Pronoun-antecedent agreement, Subject-verb agreement and Tenses. Then ask them to write elements of their story in their notebook.

Activity 2:

Divide the class into small groups of 4 – 5 members each. Give each group a beginning to make a story. For example: as;

I knew something strange would happen that day.

Sami and his sister were alone at home one day.

One day Assad went out to get an ice-cream.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Uzma was walking home from school when she saw it lying on the ground (students to decide what it was that she found).

Students choose a beginning to write a story about. They must use all elements of story writing. Students must have characters in their story, mention where the story is taking place (setting), a beginning, middle and end. Instruct them to give a title to the story too.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random to share elements of their written story.

Homework: (2 mins)

Write your own story using elements of story writing on the moral 'Union is strength'.

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	4		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: The Sparkling Fish

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 pages 107

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Begin by asking students to brainstorm different examples of creative writing. As they come up with examples, write them on the board.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do creative writing. Tell them that an expository paragraph is a paragraph that explains and analyses a topic giving you information, an explanation, facts, or an illustration. This paragraph has three parts:

- Topic sentence tells what the paragraph will be about.
- Body sentences present categories and specific details about each one.
- Closing sentence wraps up the paragraph.

Activity 1:

Ask students to open textbook page at 107. Then read statement from creative writing section. Ask them to brainstorm their ideas about the given topic. Write some difficult words related to the topic. Guide them in writing correctly. Ask them to edit and proofread their work after completing it. Ask students must check their draft for ideas, organization, voice, word choice, and sentence fluency. Have them think about the following questions when revising:

- Is the topic sentence clear?
- Are there any details that should be added or removed?
- Are the categories and details organized in the best way?
- Are the words clear and precise?
- Does the paragraph flow well?
- What's the closing sentence, and does it thoughtfully close up the paragraph?

Activity 2:

Make pairs of students and ask them to check each other work. Ask them to mark mistakes and share their class fellows.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share their paragraph with class.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Homework: (2 mins)

Ask students to write an expository paragraph on how to clean your room.

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	4		40 min

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

Unit Name: Day at the Beach **Topic: Reading** **Date:** _____

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- 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 and prior knowledge

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 108-109, pictures

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask them to look at the given pictures and share some information about them. Ask them to share famous places of their city. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 12 'Day at the Beach'. Ask them to open the textbooks at page 108. Read the title of unit aloud. Ask them to look at the given pictures carefully. Then ask them to discuss these pictures and say some sentences about them. Ask them to name the places in the picture. Ask them did have they ever gone on a school trip? Ask them to share their experiences. Appreciate them at their active participation.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is a personal recount. Explain some of its important features. Tell them some information about beaches of Pakistan. Ask them to share their experience if they have ever visited ant beach with their families.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to read some sentences from text.

Homework: (2 mins)

Ask students to read text from textbook page 109.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Reason/Comments:

Pictures for activity



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: Day at the Beach

Topic: Reading

Date:

Objective(s):

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

- Read the text

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 109-110, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask different questions from story. How many characters are shown in story? What things did they bring with them? Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read remaining unit 12 'Day at the Beach'.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that the text they are reading is a personal recount. Explain some of its important features. Tell them some information about beaches of Pakistan. Ask them to share their experience if they have ever visited any beach with their families.

Activity 2:

Make groups of students. Bring the given worksheet to the class and distribute among these groups. Ask them to complete it. Help them if need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to read some sentences from text.

Homework:

(2 mins)

Ask students to read text from textbook page 109-110.

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	4		40 min

Worksheet

Name: _____

Date: _____

A Day At The Beach



f	i	j	g	e	r	t	o	w	e	l	a	l	p
s	o	n	g	l	a	e	r	u	m	b	r	i	p
a	t	e	k	c	u	b	z	a	w	s	f	g	u
s	w	i	m	k	o	e	a	f	i	o	b	u	c
s	l	o	e	u	m	b	r	e	l	l	a	z	u
a	p	w	e	r	g	h	e	d	i	u	b	n	o
b	g	a	m	e	a	s	b	u	y	e	e	d	p
y	u	o	d	h	u	j	a	s	l	b	i	k	e
o	c	e	n	e	r	e	r	t	i	s	o	r	s
s	a	n	d	c	a	r	s	y	u	u	m	o	e
u	m	b	t	r	r	a	d	i	l	n	o	j	s
b	l	u	e	r	c	a	c	v	b	e	r	a	s
z	q	w	i	d	h	i	k	j	e	d	c	p	a
n	o	p	n	l	r	e	m	m	u	s	a	i	l
a	l	a	y	e	l	l	o	w	b	n	u	j	g
e	s	p	l	i	b	u	c	k	p	t	e	r	n
c	a	s	w	e	u	j	i	m	n	e	o	p	u
o	z	s	i	s	w	i	m	w	e	a	r	e	s

sandcastle

bucket

spade

sun

swimwear

sunglasses

umbrella

towel

summer

ocean

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 6

Unit Name: Day at the Beach

Topic: Intonation Patterns

Date:

Objective(s):

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

- Listen to and identify intonation patterns (rising and falling) in sentences
- Recognize and use the convention to mark these intonation patterns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 110-111

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".

Read an example sentence aloud to the students (for example: Can you sing a song? Read the sentence the first time pronouncing each word carefully. Read the sentence a second time in natural speech. Ask students which reading seemed more natural and why it seemed more natural. Using the ideas students come up with, explain the idea of English having rising and falling tones.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn intonation patterns. Tell them that an intonation pattern is the manner a person's voice raises and lowers dependent on what they are speaking about. An example of an intonation pattern is raising your voice at the close of a question. It is the variation in the pitch of the speaker's voice used to convey information or alter meaning. Rising intonation describes how the voice rises at the end of a sentence. Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a cluster of words.

Activity 1:

Ask students to open textbook at page 110. Read the given statement (i) from Phonics section. Ask them to read the given rules and their sentences with correct intonation. Help them in reading these sentences correctly.

Activity 2:

Read the statement (ii) from Phonics section. Ask them to read the given sentences and circle the correct intonation. Guide them in completing the activity. Help them if need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them which tone becomes rising and why.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Day at the Beach

Topic: Oral Communication

Date:

Objective(s):

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

- Demonstrate conventions and dynamics of oral interaction in group to:
- Agree/disagree politely
- Lead and follow

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 111

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Ask them to share how do they agree or disagree while speaking with their friends. Ask them to share how do they follow their teacher's instructions in class. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about agreeing or disagreeing politely and expressions to lead and follow. Some are given below. Ask them to practice these expressions and use them in their daily life conversation.

Expressing agreement

- That's so true.
- That's for sure.
- You're absolutely right.
- Absolutely.
- That's exactly how I feel.

Expressing disagreement

- I don't think so.
- (strong) No way.
- I'm afraid I disagree.
- (strong) I totally disagree.
- I beg to differ.

Activity 1:

Ask them to open the textbooks at page 111. Read the given statement from Listening Speaking section. Ask them to read the given dialogue and notice the use of expressions.

Activity 2:

Ask students to work in groups may be of four or six students. Ask them to choose their group leader or teacher should decide the leader who will present after writing the introduction. Write 3-5 sentences to introduce yourself and your fellow's students. Then group leader will present it in front of the class.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Give them a situation where two students are talking about their friend. Ask them to use the learnt expressions in their dialogue.

Homework: (2 mins)

Ask students to practice the given dialogue with their 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	4		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Day at the Beach

Topic: Question Answers

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): Relating what is read to their own feelings and experiences. 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 111

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have recall some important points of unit. Ask different questions about text from them: Where did they go to enjoy? What activities did they enjoy at the beach?

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do questions answers of the unit. Explain them that personal response questions are those questions in which we provide our own opinion about the text.

Activity 1:

Ask them to open the textbooks at page 111. Read the given statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook.

The correct answers are:

- The children cross-checked the important things which they want to take to the beach. Some of these things are: sand toys, picnic mats, snacks, sunglasses, etc.
- After parking their car, they headed towards the beach.
- The sea was presenting a beautiful scene. Flocks of sea birds flew here and there, catching fish from the sea. Cruise ships were passing by the lighthouse. The blue water of sea gave marvellous sight.
- The family had baked chicken, club sandwiches, French fries, Russian salad and mint margaritas for lunch.
- While taking their picture with sandcastle, a huge wave came and destroyed their sandcastle. So, they burst into laughter.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Assessment: (5 mins)

Call students at random and ask them to share their answers with class.

Homework: (2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: Day at the Beach

Topic: Cases of pronouns

Date:

Objective(s):

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

- Recognize the cases of pronouns, i.e. subjective, objective, possessive.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 112

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask them to share some examples of pronouns and their sentences.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall and use different cases of pronouns. Tell them that a subjective pronoun acts as the subject of a sentence, it performs the action of the verb. The subjective pronouns are he, I, it, she, they, we, and you. An objective pronoun acts as the object of a sentence, it receives the action of the verb. The objective pronouns are her, him, it, me, them, us, and you. A possessive pronoun tells you who owns something. The possessive pronouns are hers, his, its, mine, ours, theirs, and yours.

Activity 1:

Ask students to open textbook page at 112. Then read statement (i) from Comprehension section. Ask them to read the given sentence carefully. Then underline the pronouns and state whether the pronouns used in each sentence is subjective, objective or possessive.

The correct answers are:

Us-objective, mine-possessive, me-objective, you-subjective, her-possessive, she-subjective, her-objective, they-subjective, it-subjective, it-objective

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to say any subjective, objective or possessive pronoun with its sentence.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: Day at the Beach

Topic: Cases of pronouns

Date:

Objective(s):

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

- Recognize the cases of pronouns, i.e. subjective, objective, possessive

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 112, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask them to share some examples of subjective, objective or possessive pronouns.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall and use different cases of pronouns. Tell them that a subjective pronoun acts as the subject of a sentence, it performs the action of the verb. The subjective pronouns are he, I, it, she, they, we, and you. An objective pronoun acts as the object of a sentence, it receives the action of the verb. The objective pronouns are her, him, it, me, them, us, and you. A possessive pronoun tells you who owns something. The possessive pronouns are hers, his, its, mine, ours, theirs, and yours.

Activity 1:

Ask students to open textbook page at 112. Then read statement (ii) from Comprehension section. Ask them to read the given sentence carefully and complete them by using correct pronoun case. The correct answers are: you, mine, us, we, them, yours, she

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some sentences by using different cases of pronouns.

Homework:

(2 mins)

Ask students to complete 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	4		40 min

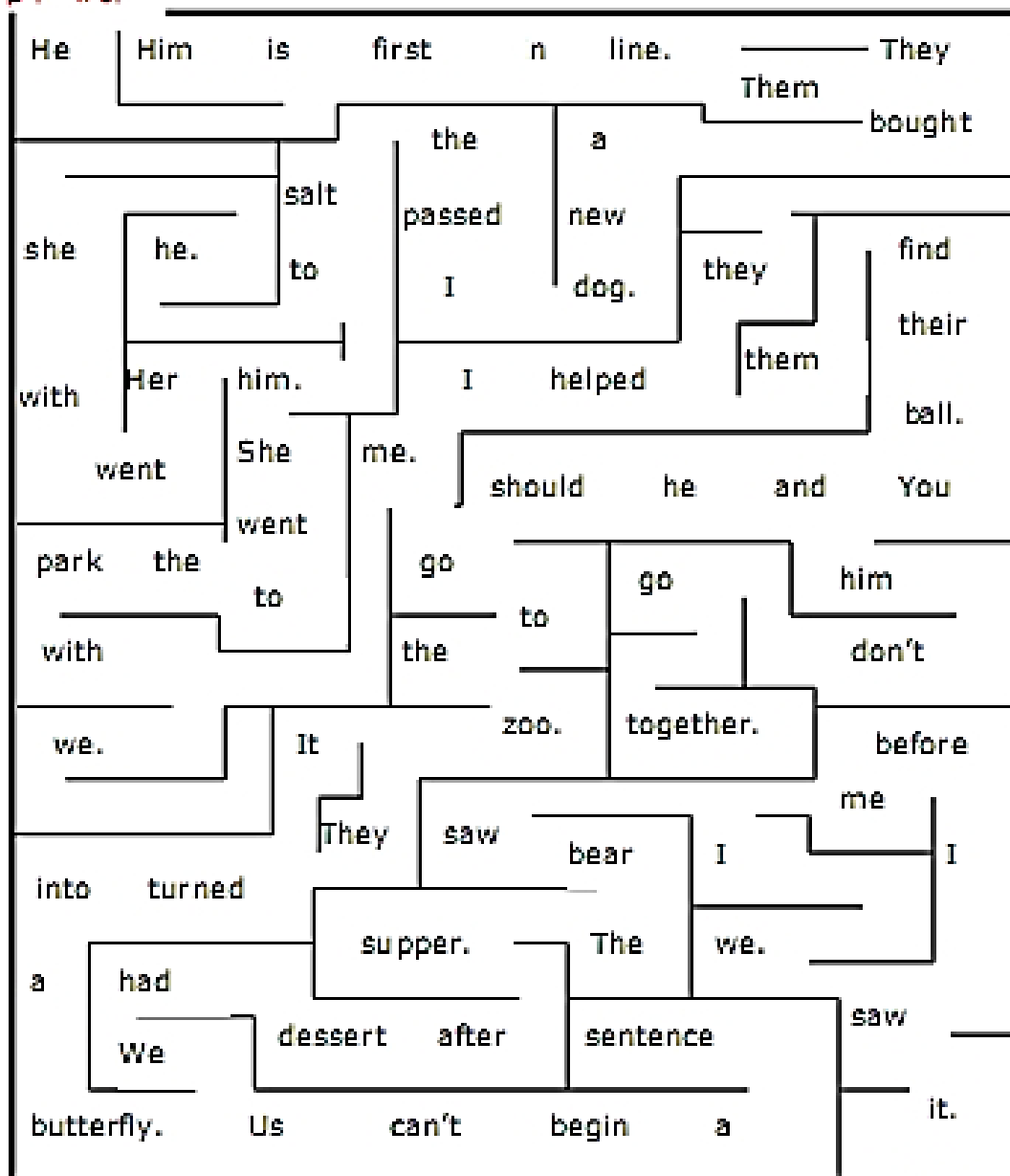
Worksheet for Homework

Name: _____

Date: _____

Directions: Connect the words in each sentence. Find your way from the beginning of the maze to the end.

START



FINISH

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week:4

Lesson Plan: 4

Unit Name: Day at the Beach

Topic: Critical thinking and words meanings

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 pages 112-113

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some difficult words from story on the board and encourage students to share their correct meanings. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn words and meanings.

Activity 1:

Ask students to open textbook page at 113. Then read statement (i) from Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some of their sentences.

Homework:

(2 mins)

Ask students to complete the activity of critical thinking from textbook page 113.

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	4		40 min

Worksheet

Name: _____

Date: _____

Write sentences of given words.

Cross check

Marvellous

Incredible

Finger licking

Peep out

.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: Day at the Beach

Topic: Alphabetical arrangement

Date:

Objective(s):

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

Recognize alphabetical arrangement of words in a glossary or a dictionary.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 113

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 random words on the board and ask students to arrange them in alphabetical order.

Main Activities/Concept Building:

(22 mins)

Tell students that today they are going to alphabetical order in dictionary. Tell them that a dictionary helps to find the meanings of words. It has words arranged in alphabetical order. Bring a dictionary to class and show different examples of alphabetical order from it.

Activity 1:

Ask students to open textbook at page 113. Read the statement (ii) from vocabulary section. Ask them to read the given words arranged alphabetically.

Activity 2:

Read the statement (iii) from Vocabulary section. Ask them to read the given words and arrange them in alphabetical order. The correct answers are: beach, camp, lunch, picnic, sea

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(8 mins)

Write some words from text on colourful sticky notes and fold them. Then put them in a jar. Call students at random and ask them to pick any sticky note and paste it on the board. Then ask second student to pick next sticky note and paste it in alphabetical order on the board. Repeat this activity with 4-5 students.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Day at the Beach **Topic: Pronouns agreement** **Date:** _____

Objective(s):

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

- Recognize and practice that pronouns agree with their nouns in gender and number

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 114

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn noun-pronoun agreement. Tell them that pronouns must agree with their nouns in gender and number. If a noun represents the female gender, the pronoun must represent the same. If a noun is singular, the pronoun must represent a single person, person, place or thing. Write some sentences on board for their better understanding.

Activity 1:

Ask students to open textbook at page 114. Read the given paragraph and notice the use of noun-pronoun agreement.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask some students at random to share some sentences using correct noun-pronoun agreement.

Homework: (2 mins)

Ask students to complete activity (ii) from grammar section.

The

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 7

Unit Name: Day at the Beach

Topic: Tenses

Date:

Objective(s):

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

- Illustrate the use of tenses previously learnt in their speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 114

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share some sentences by using different tenses. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn tenses today. Tell the students that the tense indicates time of action (Present, past or future). Verb tenses have basically three forms (Present, past or future). Explain them that the simple present tense is used for actions that take place in the present. We use the present form of the verb to make the simple present tense. The present continuous tense is used to express an ongoing action at the time of speaking. The simple past tense is used for actions that took place in the past. We add 'd' or 'ed to the present form to convert it to the past form. Ask students to share some sentences.

Activity 1:

Ask them to open the textbooks at page 114. Read the given statement (iii) from Grammar section. Ask them to read the given sentences and notice the use of given tenses.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Write some names of tenses on the board and ask them to share their use.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: Day at the Beach

Topic: Tenses

Date:

Objective(s):

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

- Illustrate the use of tenses previously learnt in their speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 115, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Give them different passages from newspapers, magazines or the internet and tell them to identify the different tenses used in them. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn tenses today. Tell the students that the tense indicates time of action (Present, past or future). Verb tenses have basically three forms (Present, past or future). Explain them that the simple present tense is used for actions that take place in the present. We use the present form of the verb to make the simple present tense. The present continuous tense is used to express an ongoing action at the time of speaking. The simple past tense is used for actions that took place in the past. We add 'd' or 'ed' to the present form to convert it to the past form.

Activity 1:

Ask students to open textbook page 114. Ask them to complete the given activity (iv) from Grammar section. Guide them in writing correct sentences of learnt tenses.

Activity 2:

Make groups of students and distribute the provided worksheet. Ask them to complete it. Help them if they need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Write some sentences on the board and ask students to identify their tenses correctly. Appreciate them by clapping.

Homework:

(2 mins)

Ask students to complete the activity given in 'Time to think section'.

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	4		40 min

Worksheet

Name: _____

Date: _____

Read the given sentences and circle the present tense verb.

1. The frog jumps into the water.



2. We eat our dinner at the hotel.

3. She cuts vegetables for the salad.



4. The boy swims smoothly.

5. My mother cooks food for us.



Fill in the blanks by using the given words to form correct simple past tense.

1. The family photos _____ (bring) back some wonderful memories.

2. I _____ (forgive) her a long time ago

3. He _____ (become) a philosopher.

4. I _____ (choose) a science book from the bookcase.

Look at the pictures and write a sentence using present continuous tense.







Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: Day at the Beach

Topic: Joining words

Date:

Objective(s):

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

- Recognize the function of more joining words.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 115, 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".

Write two sentences on board. Call students at random and ask them to combine these sentences by using joining words. Note their responses.

Main Activities/Concept Building:

(22 mins)

Tell students that today they are going to learn joining words. Tell them that joining words are used to join words, phrases and sentences.

Activity 1:

Ask students to open textbook page 115. Then read statement (v) from Grammar section. Then ask them to read the given sentences and notice the use of joining words.

Activity 2:

Have students write down all the words they can think of that are joining words. Remove duplicates, give them some example sentences using different joining words, and ask for more. You can also add new joining word into the sentence and let the student to pick it out. Then create a wall with all the suggestions.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(8 mins)

Make a spinning wheel. Ask students to spin a wheel to answer questions on joining words. Each area on the wheel represents a category such as food, music, sports or any other area. Each question requires the student to fill in a blank that completes a sentence. For instance: "I will do my homework (blank) eat pizza later".

Homework:

(2 mins)

Ask students to complete activity (vi) from Grammar section.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: Day at the Beach

Topic: Wh-questions

Date:

Objective(s):

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

- Recognize the function of more wh forms used in questions.
- Respond to, and ask more wh questions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 115, pictures from children magazines or newspapers

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 them and note their responses.

- Who is good bowler in the class?
- What is the day/date today?
- Where is your English book/pencil/eraser/sharpener?
- When will you go home?
- Why are you smiling/crying?

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn wh-questions. Wh-questions are questions which start with a question-asking word, either a Wh- word (what, when, where, which, who, whose, why) or questions with the word how.

- We use 'who' to ask about people (Who are you?)
- We use word 'whose' to ask about possession. (Whose umbrella is that?)
- We use 'what', 'which' to ask about things.
- We use 'what' when there are many possible answers: (What is her name?)
- We use 'which' when there are only a few possible answers: (Which pencil is yours, the orange one or the yellow one?)

Brainstorm the students about the questions we ask throughout the day. What do we learn by asking and what would happen if there were no questions?

Activity 1:

Ask them to open textbook at page 115 and read statement (vii) from Grammar section. Ask them to read the given sentences and fill in the blanks by writing correct wh-word.

Activity 2:

Make groups of students and provide them some pictures from children magazine or newspaper. Ask them to think of some questions about it and make a list of it. The group who make more questions will win. Appreciate them by clapping.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some wh-words with their sentences.

Homework: (2 mins)

Ask students to complete given activity (viii) from Grammar section.

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	4		40 min

Term: 3 **Periodic Unit:** 1 **Week:** 5 **Lesson Plan:** 4

Unit Name: Day at the Beach **Topic:** Apostrophe **Date:** _____

Objective(s):

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

- Recognize and use apostrophe with contractions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 115-116

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 circle any five examples of apostrophe in their textbook. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn use of apostrophe with contractions. We use the apostrophe to mark the omitted letters in contractions. When we combine two words, we omit some letters. Write some on the board for their better understanding.

Activity 1:

Ask students to open textbook at page 115. Read the statement (x) from Grammar section. Ask them to read and learn the given words with their contractions.

Activity 2:

Read the statement (xi) from Grammar section. Ask them to complete the given activity. Appreciate them at their correct responses. The correct answers are: don't, she's, you're

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to write some words with their contractions on board.

Homework: (2 mins)

Ask students to make a list of ten words with their correct contractions and also use them in their own sentences.

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	4		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: Day at the Beach

Topic: Mind map, Writing for pleasure

Date:

Objective(s):

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

- Use some strategies to gather ideas for writing such as mind maps etc.
- Use the reading texts as models for their own writing
- Write a short passage, anecdote, fable, etc. for pleasure and creativity

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 116

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 discuss their favourite holiday destination and why do they like it.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to write a story with help of mind mapping. Tell them that a mind map is a graphical mode to embody thoughts and notions. It is a pictorial intellectual device that helps organizing information, helping you to better examine, understand, produce, remembrance and produce new ideas.

Activity 1:

Ask students to open textbook at page 116. Read the statement from Writing section. Ask them to think of a fable and fill in the given mind map. Recall the elements of story. Write some vocabulary words on board for their help. Guide them if need be.

After completing the story, ask students to revise their work for correct spelling, punctuation, Pronoun-antecedent agreement, Subject-verb agreement and Tenses.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask him/her to share some sentences of her/his story.

Homework:

(2 mins)

Ask students to write a fable on moral lesson 'Never tell a lie.'

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	4		40 min

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

Unit Name: Day at the Beach **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 116

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in a circle. Ask them to discuss their favourite place to visit. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do creative writing.

Activity 1:

Ask students to open textbook at page 116. Read the given statement. Ask them to write a paragraph on the given topic. Ask them to write with proper beginning, middle and ending. Brainstorm related vocabulary on the board. Guide them in writing and help them if need be. Ask them to add some sensory details to make your writing more interesting. After completing the paragraph, ask students to revise it for correct spelling, punctuation, Pronoun-antecedent agreement, Subject-verb agreement and Tenses. Have each student say two things they like about each piece of writing and one that could be improved.

Activity 2:

Round-robin writing is a way for students to put their heads together to create one story. Give the students a starter sentence, such as "Maria was late for school," and have the students write for three minutes. Next, have the students rotate their papers in a group. Those students will read the story and continue writing it for three minutes. Do this for three rounds. The students will read their final story to see how it has changed

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Get students into pairs and ask them to discuss their creative writing.

Homework: (2 mins)

Ask students to write some sentences about famous places of their city.

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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Term: 3 Periodic Unit: 1 Week: 5 Lesson Plan: 7
Unit Name: ---- Topic: Review Date:

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 98- 116

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in a circle. Ask them to recall and discuss the stories of unit 11 and 12.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise units 11 and 12.

Activity 1:

Call students at random and ask them to read some sentences with correct pronunciation from these unit.

Activity 2:

Ask them to read words and meanings of these units. Ask them to use some words in their own sentences.

Activity 3:

Ask students to learn questions and answers of these units. Make pairs of students and ask them to discuss these questions.

Activity 4:

Ask students to learn and revise different concepts from these units. Help them in revising if they face any difficulty.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask different questions from students and ask them to answer them. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to revise and learn different concepts units 11-12.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	4		40 min

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name: Road Safety Rules

Topic: Reading

Date:

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Read the text.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: Identify facts in the text (as indicated through these words; day, date, place, etc.)

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 117-118, pictures or flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Bring some pictures or flashcards of road signs and show them to students. Ask them did they see any road sign or boards on the road. Ask them to share names of some road signs. Then ask them to discuss did they ever face any road accident. Ask them to share their experiences. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read unit 13 'Road Safety Rules'. Ask them to open the textbooks at page 117. Read the title of unit aloud. Ask them to look at the given pictures carefully. Then ask them to discuss these pictures and say some sentences about them. Ask them which of the two given pictures show a right and a wrong action. Then ask them to tell is it good to play on the road. Ask them to share their opinions with reasons. Appreciate them at their active participation.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is an informal letter. Explain some of the important parts and features of an informal letter. Tell them about the importance of road safety rules. Share some more road safety rules with them. Ask them to tell which city is mentioned in the letter. Discuss with them why it is important for us to follow the road safety rules.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to read some sentences from text.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Homework:

(2 mins)

Ask students to read textbook page 118.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Flash Cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Unit Name: Road Safety Rules

Topic: Reading

Date:

Objective(s):

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

- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 118-119, poster, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call some students at random and ask them to share which road safety rules do they follow. Note their responses.

Main Activities/Concept Building:

(25 mins)

are going to read remaining unit 13 'Road Safety Rules'. Ask them to open the textbooks at page 118-119.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Describe the theme of text. Tell them that they the text they are reading is an informal letter. Explain some of the important parts and features of an informal letter. Tell them about the importance of road safety rules. Share some more road safety rules with them. Discuss with them why it is important for us to follow the road safety rules.

Activity 2:

Bring a poster of road safety rules to class. Paste it on the board. Ask students to read and memorise these rules. Explain the rules one by one and ask them to follow these rules in their daily life.

Activity 3:

Make groups of students. Bring the given worksheet to the class and distribute among these groups. Ask them to complete it. Help them if need be.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to read some sentences from text.

Homework:

(2 mins)

Ask students to read text from textbook pages 118-119.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

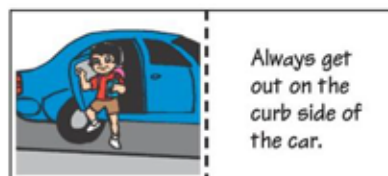
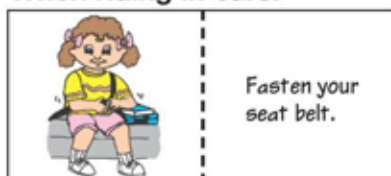
Not Achieved ☐

Partially Achieved ☐

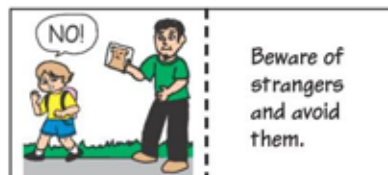
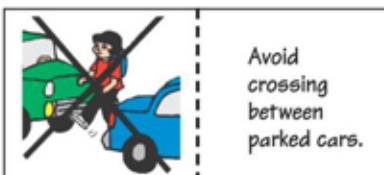
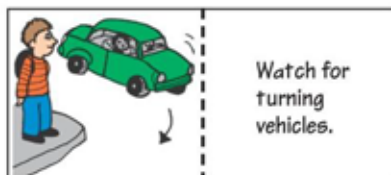
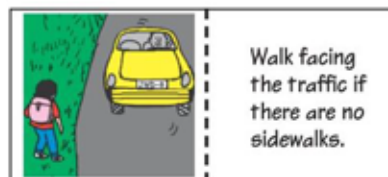
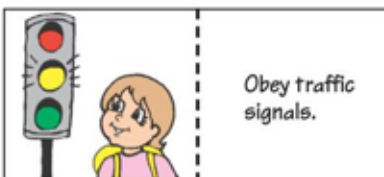
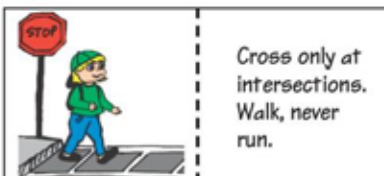
Reason/Comments:

Poster

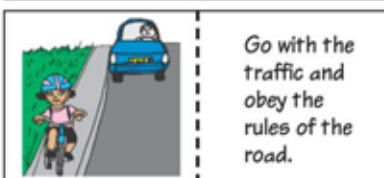
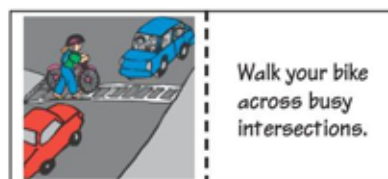
When riding in cars:



When walking to and from school:



When cycling to school:



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Match the pictures to their correct safety rule signs.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Unit Name: Road Safety Rules

Topic: Weak forms

Date:

Objective(s):

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

- Pronounce the weak form of 'of', 'for', 'or' and 'but' in simple phrases.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 119-120

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 given phrases on board and ask students to read them aloud.

- Ali and Saad
- Cricket and hockey
- Water or milk
- Class or office

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn weak forms of 'of', 'for', 'or' and 'but' in simple phrases. Explain them that weak forms are syllable sounds that become unstressed in speech. Write different examples on the board and read them aloud. Ask students to read after you.

'and' pronounced as 'n'	'or' pronounced as 'r'
Cricket and hockey	Water or milk
Alia and Saad	Class or office
'but' pronounced as 'bt'	'of' pronounced as 'ov'
I like bananas but can't eat	Proud of you
But didn't know	King of tribe

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Activity 1:

Ask students to open textbook page 119. Read the statement (i) of Phonics section aloud. Then ask students to read the given sentences carefully. Ask them to notice the highlighted words and pronounce them correctly.

Activity 2:

Ask students to open textbook page 120. Read the statement (ii) of Phonics section aloud. Then ask students to read the given sentences with correct pronunciation and intonation. Help them if need be.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students at random to make a few phrases having 'and', 'of', 'or' and 'but' on their own or find them from the textbook. Tell them to pronounce the unstressed words correctly.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Unit Name: Road Safety Rules

Topic: Listening and speaking

Date:

Objective(s):

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

Demonstrate conventions and dynamics of oral interaction in group to:

- Express needs and feelings
- Express joy, sadness and anger

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 120

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Ask them to share how do they express to their parents when they need anything. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn how to express their needs, feelings and emotions. Tell them that we use polite words while expressing our needs, feelings and emotions. Share some expressions with them. Ask them to practice these expressions and use them in their daily life conversations.

Expressing needs:

- I want that....
- I need that ...
- I want to share ...

Expressing feelings:

- I feel a little sad / happy / angry /
- I am a little sad / happy / angry /
- To be honest, I'm a little bit sad / happy / angry /
- It's been a difficult day.
- The thing is that, I am angry / sad / ...

Activity 1:

Ask students to open textbook at page 120. Read the given statement from listening and speaking practice. Ask them to read the given dialogue and notice the use of expressions of needs, feelings, joy, sadness and anger.

Activity 2:

Involve students in a role-play activity. Give them different situations and ask them to use correct expressions.

If they lost an important game/match, how will they react and express?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

If they win a lottery or find a treasure, how will they express?

If they want to go to a camping trip with school, how will they express to their parents?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Get students into pairs and ask them to lend any storybook by using expressions of need and feelings.

Homework: (2 mins)

Ask students to practice the dialogue.

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	4		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name: Road Safety Rules

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
- Expressing understanding of story through role play
- Apply strategies to comprehend questions for appropriate response by marking **key words**, verbs and tenses in a variety of the following **question types**: • Interpretive

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 120

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have recall some important points of unit. Ask different questions about text from them:

Who received a letter?

What thing did Zoha get as a gift?

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do questions answers of the unit.

Activity 1:

Ask them to open the textbooks at page 120. Read the given statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook.

The correct answers are:

- Aleeza felt delighted after reading a letter because their parents bought her sister a brand new scooty on achieving a remarkable result in exams.
- Aleeza is an intelligent and obedient girl who is passionate about her career, whereas Zoha is a sweet, innocent girl who has amazing drawing skills.
- The first advice was to buy a helmet, which is mandatory for every biker.
- A red light warns us to 'stop', a yellow light tells us to 'slow down and prepare to stop' and green light allows us to 'go'.
- Traffic lights are used to control the movement of vehicles and passengers to ensure smooth and safe traffic.

Activity 2:

Engage students into a role-play activity. Ask them if any of their sibling get a scooty or bicycle in a gift what will they suggest to them.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask questions from students and ask them to share their correct answers.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 6

Unit Name: Road Safety Rules

Topic: Describing pictures

Date:

Objective(s):

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

- Describe a series of events in a picture or an illustration.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 121, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Show them some pictures from magazines or newspapers. Ask them to describe these pictures. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn describing pictures. Tell them that sequence of events in a picture, photograph or diagram tells us that every action is allowed by another action connected to it.

Activity 1:

Ask students to open textbook at page 121. Read the given statement (ii) from Comprehension section. Ask them to look at the given pictures carefully and describe them in 5-6 sentences. Check their work side by side. Write some vocabulary on the board for their help. Guide them in writing correct sentences. Ask them to review their work after completing it.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to solve it. Guide them in completing the worksheet.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share their written sentences.

Homework:

(2 mins)

Ask students to paste any picture and write three sentences about it in their 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	4		40 min

Worksheet

Name: _____

Date: _____

Number the given pictures correctly and then write a story about them.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 7

Unit Name: Road Safety Rules

Topic: Position and directional words

Date:

Objective(s):

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

- Explain position and direction on a picture, photograph or a map.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 121, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Recall the concept of 'in', 'under', 'on', 'right', 'left', 'up down position words by demonstrating on students. Ask him/her sit to on the chair and ask: "Where is he/she sitting?" (On the chair) Make sure that students pronounce the prepositions loudly and clearly so you know they are saying it correctly. Ask him/her to sit under the table and ask: "Where is he/she is sitting?" (Under the table). Ask him/her to place the book in the bag and ask: "Where has he/she placed the book?" (In the bag)

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn position and directional words. Tell them that positional words are definite prepositions that pronounce a noun's position relative to another noun. For example: upside, down, through, between, Top of, bottom, up, etc.

Direction words tell us about the direction and location of the things and people like left, right, north, south, east, west, straight etc.

Activity 1:

Ask students to open textbook at page 121. Read the given statement (iii) from Comprehension section. Ask them to look at the given map carefully and then answer the given questions. Help them if need be.

- True
- False
- True

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to solve it. Guide them in completing the worksheet.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Assessment: (5 mins)

Have students cut a picture from a newspaper.(paste it in the notebook) and write two sentences using two direction and position words each related to the picture.

Homework: (2 mins)

Ask students to learn the classwork.

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	4		40 min

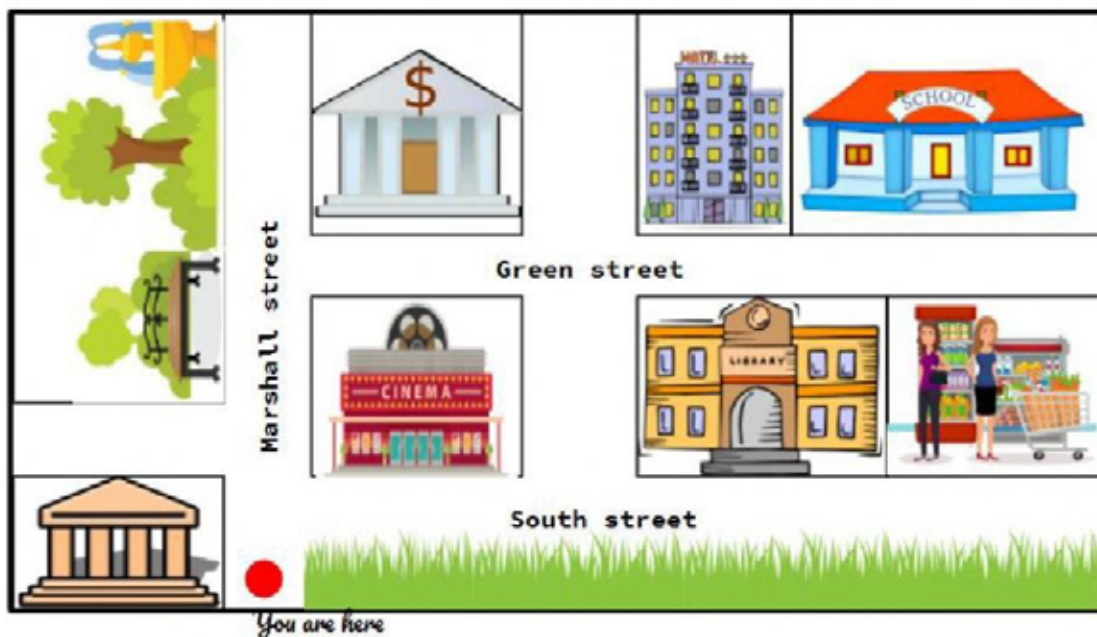
Worksheet

Name: _____

Date: _____

Follow the directions and complete with:

turn right	go straight	turn left	turn right
go straight	turn right	right	go straight



- 1) _____ on Marshall street, then
 _____ on Green street after one
 block on your _____ is the library.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Unit Name: Road Safety Rules

Topic: Critical thinking and words meanings

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 122, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Encourage them to say, "Alhamdulillah".

Write some difficult words from story on the board and encourage students to share their correct meanings. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do activity of critical thinking and learn words and meanings.

Activity 1:

Ask students to open textbook page at 122. Then read statement (i) from Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to say some sentences using the given words in vocabulary section.

Homework:

(2 mins)

Ask students to complete the activity 'Time to Think' textbook page 122.

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	4		40 min

Worksheet

Name: _____

Date: _____

Write sentences of given words.

Passionate:

Penned down:

Injury:

Pedestrian:

Safely:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Unit Name: Road Safety Rules

Topic: Spelling change in plurals

Date:

Objective(s):

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

- Apply spelling change in plural form of regular and irregular nouns.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 122-123

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 some students to share some example of singular words and their plurals from their surroundings. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn spelling change in plural forms of regular and irregular nouns. Tell them that regular nouns are the nouns which do not change their form when making their plurals. We add -s or -es to form their plurals. Irregular nouns change their spellings in their plural forms.

Activity 1:

Ask students to open textbook page at 122. Then read statement (ii) from Vocabulary section. Ask them to read the given singular plurals of regular and irregular nouns. Ask them to notice how spelling change in plural forms of regular and irregular nouns. Ask them to learn these singular and plurals with spelling.

Activity 2:

Ask students to complete activity (iii) from Vocabulary section. Ask them to write plurals of given words and then also write whether a noun is regular and plural. Check their work side by side. Help them if need be.

The correct answers are: teeth: irregular, wives, irregular, heroine: irregular, cities: irregular, sheep: irregular, wishes: regular, children: irregular

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to share some examples of regular and irregular singular plurals.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Homework: (2 mins)

Ask students to write three examples of each regular and irregular singular and their plurals in their 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	4		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 3**
Unit Name: Road Safety Rules **Topic: Dictation** **Date:**

Objective(s):

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

- Spell some words studied in class both orally and in writing.
- Take dictation of words studied in class.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 123, sticky notes, a ball, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 mins)

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

Have your students stand in a circle. Then toss a ball to a student and call out a spelling word. If they spell the word correctly, the child will toss the ball back to you. If the word is spelled incorrectly, the child sends the ball back to you and then leaves the circle. Whoever is the last speller in the circle is the winner of this game.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to learn spelling and do dictation.

Activity 1:

Ask students to open textbook page at 123. Then read statement (iv) from Vocabulary section. Ask them to rearrange the given words and learn their spelling. Check their work side by side and help them if need be. The correct answers are: Lane, signal, scooty, brain, vehicle, safe

Activity 2:

Ask them to read statement (v) from Vocabulary section. Ask them to learn the given words for dictation. Then take dictation of these words.

Activity 3:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Write some difficult words from story on colourful sticky notes. Put them in a jar. Call students at random and ask him/her to pick any stick note. Then ask him/her to read the word aloud with its spelling. Encourage them at their correct responses.

Homework: (2 mins)

Ask students to underline any ten words from textbook pages 118-119 and learn their spelling.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

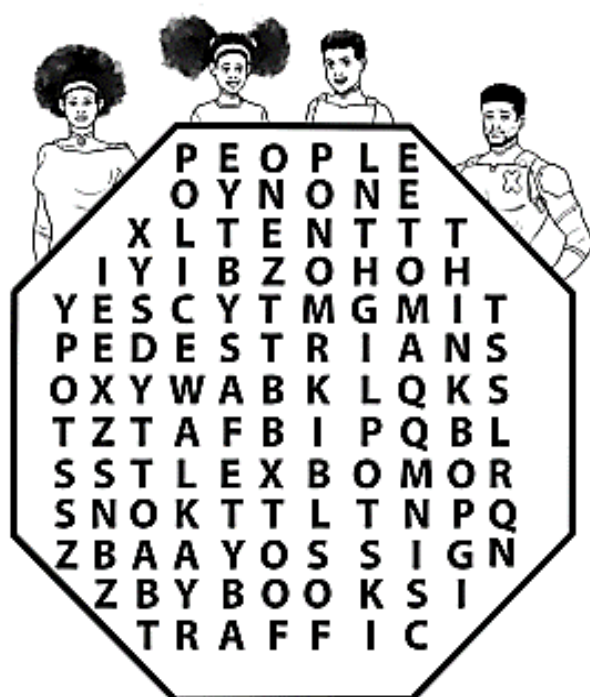
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

Search the given words from word puzzle and draw your Road Safety Hero.



Draw your own Road Safety Superhero.



safety stoplight traffic
police stop think walk
people pedestrian signs

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 4

Unit Name: Road Safety Rules

Topic: Pointing words

Date:

Objective(s):

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

Construct sentences beginning with words that point to something i.e. this, that, these, those, it to describe picture(s), person(s) place(s), thing(s) etc.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 123, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 mins)

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

Put students in pairs. Pairs take it in turns to ask questions and point to things around the classroom, such as:

Student A: What is that over there?

Student B: That is a book.

Student A: No, next to the book.

Student B: Um, that is a pencil case.

Students A: Yes, that's right!

Main Activities/Concept Building:

(22 mins)

Tell students that today they are going to learn pointing words. Tell them that 'this', 'that', 'these' and 'those' are used to point to people and things. We use 'this' (singular) and 'these' (plural) to refer to things that are near. We use 'that' (singular) and 'those' (plural) to refer to things that are far. Write some sentences on the board to reinforce the concept and encourage students to share some more sentences.

Activity 1:

Ask students to open textbook page at 123. Then read statement (i) from Grammar section. Ask them to read the given sentences and notice how pointing words are used in these sentences.

Activity 2:

Then read statement (ii) from Grammar section. Ask them to make two sentences using these pointing words each in their notebook. Check their work side by side and help them if need be.

Activity 3:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share some sentences of pointing words.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Homework: (2 mins)

Ask students to learn the classwork.

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	4		40 min

Worksheet

Name: _____

Date: _____

Complete the given blanks by using this, that, these and those.

1. What is ____? It's a ____. A) this, clock B) that, clock C) that, clocks  	6. What are ____? They are ____. A) these, books B) these, workbooks C) these, workbook  
2. What is ____? It's a ____. A) this, pencil sharpener B) that, pencil sharpener C) these, clocks  	7. What are ____? They are ____. A) those, doors B) those, door C) these, door  
3. What is ____? It's a ____. A) those, paper clips B) that, paper clip C) this, paper clip  	8. What are ____? They are ____. A) those, picture B) that, pictures C) those, pictures  
4. What is ____? It's a ____. A) that, window B) that, windows C) this, window  	9. What are ____? They are ____. A) these, pens B) these, pencil C) these, pencils  
5. What is ____? It's a ____. A) those, calendars B) that, calendar C) these, calendar  	10. What are ____? They are ____. A) those, bags B) those, bag C) these, bags  

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Unit Name: Road Safety Rules

Topic: Past Continuous tense

Date:

Objective(s):

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

- Recognize and use the structure of Past Continuous Tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative/ recount.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 123-124, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Tell them a story with exaggerated details through the use of the past continuous. For example: "I remember that day well. The birds were singing, the sun was shining, and the children were playing games peacefully." Point out how the past continuous is used to paint a picture of the scene. Ask students to imagine and add some sentences to your story.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn past continuous tense. Tell them that the past continuous tense is used to describe a continuous action, happening somewhere in the past. Ask them to read the given structure of past continuous tense. Write some sentences to explain the use of tense.

Activity 1:

Ask students to open textbook at page 123. Read the statement (iii) from Grammar section. Ask them to read the given sentences of past continuous tense.

Activity 2:

Read the statement (iv) from Grammar section. Ask them to read the given sentence and underline the verbs that show the past continuous tense.

Activity 3:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to write a sentence of past continuous tense on board.

Homework:

(2 mins)

Ask students to write a description of an important day in your life by using past continuous tense.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		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	4		40 min

Worksheet

Name: _____

Date: _____

Look at the given pictures and answer the questions.

	play soccer	prepare breakfast	play computer games	wash the car	swim in a pool
	wash dishes	play a guitar	do the laundry	play with the dog	get up
	8:00 a.m.	11:15 a.m.	2:00 p.m.	5:30 p.m.	7:45 p.m.
Jake					
Jake's father					

1. What was Jake doing at 8:00 a.m.?

He was getting up.

2. What was Jake's father doing at 5:30 p.m.?

3. What was Jake's father doing at 11:15 a.m.?

4. What was Jake doing at 2:00 p.m.?

5. What was Jake's father doing at 8:00 a.m.?

6. What was Jake doing at 11:15 a.m.?

7. What was Jake's father doing at 2:00 p.m.?

8. What was Jake doing at 7:45 p.m.?

9. What was Jake doing at 5:30 p.m.?

10. What was Jake's father doing at 7:45 p.m.?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 6

Unit Name: Road Safety Rules

Topic: Question words

Date:

Objective(s):

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

- Illustrate the use of question words learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 124, worksheet, flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask questions according to the real situation in the class. For example:

Who is good bowler/runner/singer?

What is the day/date today?

Where is your English book/pencil/eraser/sharpener?

When will you go home?

Why are you smiling/crying?

Brainstorming with the students about the questions we ask throughout the day.

What do we learn by asking and what would happen if there were no questions?

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn question words. Tell them that question words are used to ask certain types of questions. Tell them we use who to ask about people (Who are you?) We use word 'whose' to ask about possession. (Whose umbrella is that?) We use the word 'what' and 'which' to ask about things. We use 'what', 'which' to ask about things. We use 'what' when there are many possible answers: (What is her name?) We use 'which' when there are only a few possible answers: (Which pencil is yours, the orange one or the yellow one? Write some question words and their sentences on the board to explain the concept.

Activity 1:

Ask students to open textbook at page 124. Read the statement (iv) from Grammar section. Ask them to read the given sentences and choose the correct question word.

The correct answers are: where, how, whose, why, who, why, where

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Get students into pair and ask them to ask a question using a question word. Ask second student to answer that question.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Homework: (2 mins)

Ask students to write a sentence using each question word.

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	4		40 min

Worksheet

Name: _____

Date: _____

Join the question word to its correct question.

_____ is your favourite food?	When 
_____ are you feeling today?	What 
_____ is the party going to be?	Who 
_____ is Mark running?	How 
_____ is that man?	Where 
_____ is the exam?	Why 

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 7**
Unit Name: Road Safety Rules **Topic: Hyphen** **Date:**

Objective(s):

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

- Recognize and use hyphen with common compound words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 124

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 some students to share some examples of compound words. Ask them to write these compound words on the board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn use of hyphen with compound words. Tell them that when two separate words are combined together using a hyphen, these words are hyphenated compound words. Write some examples on the board to reinforce the concept.

Activity 1:

Ask them to open the textbooks at page 124. Read the given statement (vi) from Grammar section. Ask them to read the given examples carefully and note the use of hyphen.

Activity 2:

Read the given statement (vii) from Grammar section. Ask them to read the sentences carefully. Then ask them to identify and underline the hyphenated compound words. The correct answers are: mid-term, full-time, up-to-date, mother-in-law, two-thirds

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share some examples of compound words with hyphens.

Homework: (2 mins)

Ask students to write any five hyphenated compound words with their sentences in their 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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 1

Unit Name: Road Safety Rules

Topic: Letter writing

Date:

Objective(s):

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

- Demonstrate the use of conventions of letter writing: Address, Date, Salutation, Body, Closing

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 125, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask them to share did they ever write a letter to their friends or relatives. Ask them to share their experience of letter writing. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn an informal letter writing. Tell them that an informal letter is a written message sent to the recipient via email or by post. It is written in an informal language. Share features of an informal letter in detail. Show them some examples of informal letters. Explain them that an informal letter should include:

- The Sender's address
- Date
- Greeting/Salutation
- Introduction
- Body of the letter
- Conclusion
- Signature

Activity 1:

Ask them to open textbook page 125. Read the given statement (i) from writing section. Ask students to read the given letter and notice the parts of an informal letter.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students at random to tell the conventions of letter writing.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Homework: (2 mins)

Ask students to learn the rules to write an informal letter. Ask them to read some informal letters by using the 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	4		40 min

Worksheet

Name: _____

Date: _____

Write an informal letter to a friend who has written to you to tell you that they passed all of their exams and that they are really happy about it. They asked if you have done your exams yet. They also asked if you would like to meet for lunch soon.

Your address

Friends name

Opening paragraph

Responding to news or making comments

Purpose for writing

Changing the subject or asking questions

Closing comments

Your Name

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

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

Unit Name: Road Safety Rules **Topic: Letter writing** **Date:**

Objective(s):

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

- Write a guided informal Letter.
- Revise written work for layout, legibility, vocabulary and grammar.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 125-126, check list, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Call students at random and ask them to share parts of an informal letter.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn an informal letter writing. Recall them that an informal letter is a written message sent to the recipient via email or by post. It is written in an informal language. Have them recall features of an informal letter in detail.

Activity 1:

Ask students to open textbook page 126. Read the given statement (ii) from writing section. Ask students to complete the given informal letter. Guide them in completing the activity. Help them if need be.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side. Bring provided check list to the class and ask them to review their written work and tick the check list. Guide them in writing an informal letter by using all features correctly.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share their letter with class.

Homework: (2 mins)

Ask students to learn the classwork.

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	4		40 min

Worksheet

Name: _____

Date: _____

Write a very special friendly letter to your mom. In your letter, be sure you tell your mother why she is special to you and why you love her. Back up your main ideas with specific details.

[illegible]

S

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Checklist

Have you included all these features in your informal letter?

Feature	Tick each box
The writer's name and address in the top-right corner	
The date underneath the writer's address	
An informal, friendly greeting	
The first person	
The writer's thoughts, feelings and opinions	
Chatty, informal language	
Questions for the reader to answer when they write back	
A friendly sign-off	





Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Unit Name: Road Safety Rules

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 126

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Begin by asking students to brainstorm different examples of creative writing. As they come up with examples, write them on the board.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do creative writing.

Activity 1:

Ask students to open textbook page at 126. Then read statement from creative writing section. Ask them to write a letter to their friend about importance of traffic rules. Have them recall features of an informal letter. Ask them to brainstorm their ideas about the given topic. Write some difficult words related to the topic. Guide them in writing correctly. Ask them to edit and proofread their work after completing it. Ask students must check their draft for ideas, organization, punctuation, word choice, and sentence fluency.

Activity 2:

Make pairs of students. Ask them to exchange and check each other's work for correct capitalization, punctuation and the conventions of letter writing discussed in the class.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share their letters with class.

Homework:

(2 mins)

Ask students to write a letter to their friends and invite them to their house for a visit.

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	4		40 min

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

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

Objective(s):

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

- Use pre-reading strategies to: predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge.
- Recite poems with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 127-128

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".

Take students to the school garden. Ask them to make a list of five blessings of Allah (SWT) that they can see in the garden.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to read unit 14 'Wise'. Ask them to open the textbooks at page 127. Read the title of unit aloud. Ask them to read the given blessings of Allah (SWT). Then ask them to discuss these blessings and say some sentences about them. Ask them to name some other blessings of Allah (SWT). Ask them how do they thank Allah (SWT) for His blessings. Appreciate them at their active participation.

Activity 1:

Model the text with correct pronunciation and intonation. Help and encourage students to recite the poem. Also share meanings of difficult words for their better understanding. Describe the main idea of the poem. Explain to students the importance of the creations of Allah (SWT). Tell them that Allah (SWT) is the creator of everything. We should appreciate His blessings.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to read some lines from poem.

Homework: (2 mins)

Ask students to read the poem.

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	4		40 min

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Unit Name: Wise

Topic: Rhythm, stress and 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 by listening to stories and poems read aloud in class.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 129

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Begin by reading an example sentence aloud to students (for example: Say this sentence aloud. (They saw a beautiful mountain at a distance). Ask students if they remember anything about intonation from the last lesson. If they do, ask them to read the sentence the first time pronouncing each word slowly. Ask them to read the sentence for the second time. Ask students which reading looked more natural and why it seemed more natural. Recap the differences between stressed words and non-stressed words.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn rhythm, stress and intonation. Tell them that stress is the force used to pronounce words or syllables. Rhythm is the flow and pattern of sounds and movements. Intonation is the rise and fall of voice while speaking.

Activity 1:

Ask students to open textbook at page 129. Read the statement from Phonics Section. Ask them to read the given stanza with correct pronunciation and intonation. Help them to read it with proper stress and intonation.

When children read the poem ask them to stop on a full stop. (.) and count 123 in their heart.

At punctuation mark ask them to say 12 in their heart and then starts again; when comma comes let them say 1 in their heart silently. This exercise provides the students with effective training of pauses required to be taken in the spoken text.

Activity 2:

Divide students into pairs. Ask them to recite the poem and practice the rhythm, stress, and punctuation patterns for five minutes.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess students through their responses by checking their punctuation.

Homework:

(2 mins)

Ask students to learn the classwork.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		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	4		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**
Unit Name: Wise **Topic: Non-verbal communication** **Date:**

Objective(s):

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

- Practise and use appropriate tone and non-verbal cues for different communicative functions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 129, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write the following sentence on the board. "This is my seat."

Then call some students to say it in different styles using their body language, sound up and down, speed, eye contact, etc. Each next student has to perform the same sentence but in different way. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn non-verbal cues. Tell them that we use different body gestures to communicate our feelings and emotions. It is called non-verbal communication. Such cues include body language, tone of voice, movement, appearance, eye contact, voice, gestures, intonation, facial expressions, silence (pause).

Explain them that the tone of the speaker shows what he or she is feeling. It can be formal, informal, serious, sad, cheerful, etc.

Activity 1:

Ask students to open textbook at page 129. Read the given statement of Listening and Speaking section. Ask them to look at the given pictures carefully and write the non-verbal cues.

Activity 2:

Make pairs of students. Ask them to read and understand the given situations. Ask first student to communicate using words and ask second student to communicate without words (non-verbal cues). Note their responses.

When you feel bored with what is going on in the class, how do you usually express your feelings. When another person says or does something to you that hurts your feelings deeply. How do you express your feelings?

Activity 3:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Assessment: (5 mins)

Call students ta random and ask them to share some non-verbal cues.

Homework: (2 mins)

Ask students to write examples of five non-verbal cues by using the 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	4		40 min

Worksheet

Name: _____

Date: _____

How might each person be feeling? Also write its reason.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 7

Unit Name: Wise

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 129

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have recall some important points of poem. Ask different questions about text from them: Who has created the world? Share names of any five natural things.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do questions answers of the unit.

Activity 1:

Ask them to open the textbooks at page 129. Read the given statement (i) from Comprehension section. Ask them to read the given questions one by one. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook.

The correct answers are:

The world, land, seas, skies, sun, moon, flowers, snowflakes and fireflies,

We should be thankful to Allah (SWT) by praying Him. Always remember to say "Alhamdulillah"

when you see something that you feel grateful for. After each prayer, spend a few minutes thanking Allah (glory be to Him) for some of the little and big things you have in your life. We must acknowledge in our heart that the Giver of these blessings is Allah.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share their answers.

Homework:

(2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Unit Name: Wise

Topic: Symbols and directions

Date:

Objective(s):

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

- Read and use symbols and directions in a picture/story map.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 130, worksheet, maps

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Bring some maps to class and show them to students. Ask them did they ever use a map to find directions.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn map reading. Tell students that a map legend or key is a visual explanation of the symbols used on the map. It typically includes a sample of each symbol (point, line, or area), and a short description of what the symbol means. For example, a short segment of a blue sinuous line may be labelled 'rivers'. Explain the map keys and symbols with help of given map. Show students more maps or pictures for better understanding.

Activity 1:

Ask them to open textbook page 130. Read the statement (ii) aloud. Ask them to look at the given map carefully and read it. Then ask them to answer the questions. The correct answers are: From east, Buzzard beach, in the south, Monkey Business island.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to tell some uses of map keys and symbols.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

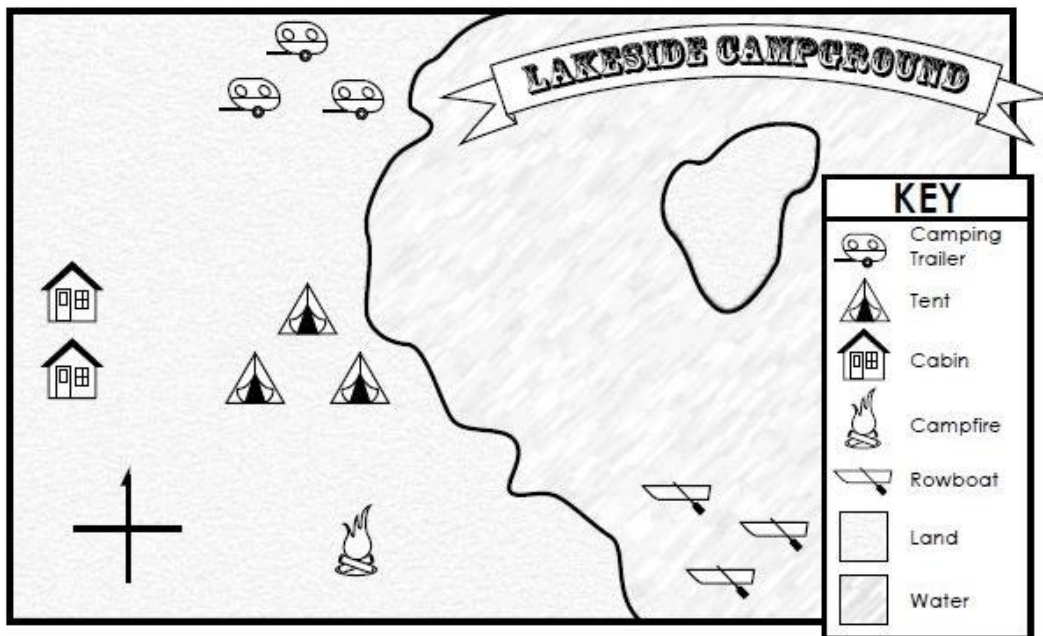
Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____



1. Label **N**, **S**, **E**, and **W** on the compass rose.
2. Color the land **green** and the water **blue**.

Write **north**, **south**, **east**, or **west** to complete each sentence.

3. The rowboats are _____ of the campfire.
4. The camping trailers are _____ of the tents.
5. The cabins are _____ of the tents.
6. The campfire is _____ of the camping trailers.
7. The island is _____ of the cabins.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 2**
Unit Name: Wise **Topic: Critical thinking and words meanings** **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 131, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some difficult words from poem on the board and encourage students to share their correct meanings. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do activity of critical thinking and learn words and meanings.

Activity 1:

Ask students to open textbook page at 131. Then read statement (i) from Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain meanings of these words by using them in sentences.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say some sentences using the given words in vocabulary section.

Homework: (2 mins)

Ask students to learn the classwork.

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	4		40 min

Worksheet

Name: _____

Date: _____

Write sentences of given words.

Wise:

Flake:

Spark:

Firefly:

Plan:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Unit Name: Wise

Topic: Regular verb forms

Date:

Objective(s):

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

- Apply spelling change in regular verb forms.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 131, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students what they can do with their hands? Let students come up with different ideas. You can add these verbs (if required) clap, write, slap, wave, prick, click, pinch, etc. Write about five words or small sentences, given by students, on the writing board.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn spelling change in regular forms of verb. Tell them that regular verbs whose past and past participles are formed by adding -d and -ed. Write some examples on the board to reinforce the concept.

Activity 1:

Ask students to open textbook page at 131. Then read statement (ii) from Vocabulary section. Ask them to read the given verbs and note change in their spelling.

Activity 2:

Read statement (iii) from Vocabulary section. Ask them to write the past and past participles of given verbs. Check their work side by side. Help them if need be. The correct answers are:

play: played: played

talk: talked: talked

accept: accepted: accepted

believe: believed: believed

Activity 3:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some examples of regular verbs and their forms.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Reason/Comments:

Worksheet

Name: _____

Date: _____

1. Read the examples of the verbs in past tense and write the following verbs in the correct column.

call	live	cry	hop	enter	dance	try
arrive	paint	visit	taste	drop	enjoy	
apply	beg	erase	dry	step	study	plan

Write your answers in lower case!!!

walk + -ed	Receive + -d	Study (-y) + -ied	Stop + p + -ed
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week:4

Lesson Plan: 4

Unit Name: The Wind

Topic: Question words

Date:

Objective(s):

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

- Identify and use question words when, how many, and how much, etc.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 132, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask them to share some question words with their sentences. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn use of question words 'when', 'how many' and 'how much'. Tell them we use 'when' to ask about time or any occasion. We use 'how many' to ask about the numbers of collective nouns. We use 'how much' to ask about quantity and price of uncountable nouns. Write some examples on board to explain their uses.

Activity 1:

Ask students to open textbook page at 132. Then read statement (i) from Grammar section. Ask them to read the given sentences and notice the use of these question words.

Activity 2:

Get students into groups

Activity 3:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share some questions with these words.

Homework:

(2 mins)

Ask students to complete activity (ii) from Grammar section textbook page 132.

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	4		40 min

Worksheet

Name: _____

Date: _____

Read the sentences. Underline the correct word.

- We don't have that many/ much potatoes.
- I bought so many/ much sugar yesterday.
- How many/ much tomatoes are there in the basket?
- How many/ much rice did you buy?
- When/what do you finish your homework?
- There is too many/ much coffee in the cup.
- Why/when will you come back?
- How many/ much water do you drink every day?
- Are there many/ much bananas?
- Where/when do you take lunch?
- There isn't many/ much tea.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**
Unit Name: Wise **Topic: Questions** **Date:**

Objective(s):

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

Respond to, and ask simple questions starting with 'do' and 'does'.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 132

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 one student to think of a word and writes it down, keeping it secret. Ask the other students to ask yes / no questions to try to guess what it is. The original student can only reply 'Yes' or 'No', until the others guess their word and they show their paper. To make it more difficult, you could limit the number of questions, e.g. ten or twenty.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to questions with 'do' and 'does'. Tell them that 'do' and 'does' are used to ask questions answered in a 'yes' or 'no'. It is normally put at the beginning of the question (before the subject).

Affirmative: You speak Spanish.

Question: Do you speak Spanish?

We add 'do' at the beginning of the affirmative sentence to make it a question. We use 'do' when the subject is I, you, we or they.

Affirmative: He speaks Spanish.

Question: Does he speak Spanish?

When the subject is he, she or it, we add 'does' at the beginning to make the affirmative sentence a question. We don't use do or does in questions that have the verb to be or modal verbs (can, must, might, should etc.)

Activity 1:

Ask students to open textbook at page 132. Read the statement (iii) from Grammar section. Ask them to read given questions and notice the use of 'do' and 'does'.

Activity 2:

Read the statement (iv) from Phonics section. Ask them to write sentences with 'do' and 'does' in their notebook. Check their work side by side and help them if need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Assessment: (5 mins)

Make pairs of students. Ask them to use the question with 'do' and 'does'. One interviews the other. Whatever the first student says, the other must reply 'Yes'. Variation: the other must reply 'No.' This can be very funny, with the student who is interviewing asking increasingly strange questions, while the other has to reply 'Yes' or 'No'.

Homework: (2 mins)

Ask students to learn the classwork.

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	4		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 6

Unit Name: Wise

Topic: Connectors

Date:

Objective(s):

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

- Use words such as first, second, next and then to show a sequence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 132-133

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Ask them to share their daily routine.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn connectors of sequence. Tell them that the connectors of sequence are used to describe the sequence of events.

Activity 1:

Ask students to open textbook at page 132. Read the given statement (v) from Grammar section. Ask them to read the given sentences and notice the use of connectors.

Activity 2:

Read the given statement (vi) from Grammar section. Ask them to read the given sentences and arrange them in a sequence. Also use connectors of sequence while writing them.

The correct answers are:

- First, put diced mangoes in a blender.
- Then, add some milk and sugar.
- Next, blend it well.
- Finally, add cubes and serve it with toppings.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some connectors and their sentences.

Homework:

(2 mins)

Ask students to write recipe of their favourite dish by using connectors in their notebook.

The

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 7

Unit Name: Wise

Topic: Simple future tense

Date:

Objective(s):

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

- Recognize and use the structure of Future Simple tense for expressing actions in future.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 133, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to work in pairs and write 2-3 sentences about what they will do on the weekend. Ask them to share their plan with class.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn simple future tense. Tell them that simple future tense refers to actions and events that will happen in future. Bring given poster of uses of simple future tense to class and paste it on the board. Read the uses aloud and share some more sentences to reinforce the concept.

Activity 1:

Ask them to open the textbooks at page 133. Read the given statement (vii) from Grammar section. Ask them to read the structure and sentences of simple future tense.

Activity 2:

Tell students that it is your best friend's birthday at the weekend and you want to throw him/her a surprise birthday party. Tell them they are all invited and want them to help you plan the best surprise party. Now, the game can begin. Each student must tell you what they will do for the party and tell you using a future tense sentence. For example, "I will bring the cake.", "I will blow up the balloons.", etc. Each student must make a different sentence and cannot repeat what the previous students have said. If a student cannot think of a sentence or they repeat what a previous student said, then that student is out.

Activity 3:

Ask them to open the textbooks at page 133. Read the given statement (viii) from Grammar section. Ask them to change the given sentences into simple future tense and rewrite them. Check their work side by side and help them if need be.

The correct answers are:

- The carpenter will build the cupboards.
- The train will leave the station.
- My grandma will knit a sweater.
- The fisherman will catch the fish from the riverside.
- Rehman will buy meat from the butcher for BBQ.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to write 4-5 sentences about what they will do on Eid-ul-Adha by using simple future tense.

Homework: (2 mins)

Ask students to write three sentences using simple future tense in their 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	4		40 min

Poster

Simple Future Tense

S + Will/Shall + V (first Form)

It is used for;

Actions decided at the moment of speech.

Example: I have a fever. I'll take a medicine.

Unplanned future actions

Example: winter will come soon

Thoughts, predictions, assumptions, sureness, fear about future.

Example: I promise I won't say this anyone.

With conditional, time and purpose clauses

Example: When I arrive at home. I will call you.

Unpreventable actions in future

Example: Summer will come soon.

Offering, asking for a request, promising, ordering, threatening

Example: I am afraid we will get loss in this business.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name: Wise

Topic: Kinds of sentences

Date:

Objective(s):

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

- Identify and make simple sentences to show instructions, commands, and strong feelings.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 133-134, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call some students one by one to act like a teacher and give instructions to the class fellows using a classroom instruction. Students (acting as a teacher) must explain the sentence with actions and the students following him/her must act to follow the given instruction.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn different kinds of sentences. Tell them that instructional sentences give instructions on how to do things. These sentences end in a full stop. Sentences which give commands end with a full stop. All these sentences are called commands. We use exclamatory sentences to express strong feelings. Write some sentences on the board to make their understanding better.

Activity 1:

Ask them to open textbook pages 133. Read the statement (ix) from Grammar section. Ask them to read the given instructional sentences.

Activity 2:

Ask them to open textbook pages 134. Read the statement (x) from Grammar section. Ask them to read the given commands.

Activity 3:

Read the statement (xi) from Grammar section. Ask them to read the given exclamatory sentences.

Activity 4:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to share some commands, instructions or exclamatory sentences.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Homework: (2 mins)

Ask them to learn the classwork.

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	4		40 min

Worksheet

Name: _____

Date: _____

Write D, Im, In, E beside each sentence.

1) My teacher is nice. _____

2) Is my teacher nice? _____

3) Eat your vegetables. _____

4) Your teacher is nice! _____

5) The squirrels gather hazelnuts. _____

6) Do the squirrels gather hazelnuts? _____

7) Gather those hazelnuts. _____

8) The squirrels gather nuts! _____

4 types of sentences:

1. *Declarative – a statement*
2. *Imperative – a command*
3. *Interrogative – a question*
4. *Exclamatory – expresses strong feelings*



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**
Unit Name: Wise **Topic: Kinds of sentences** **Date:**

Objective(s):

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

- Identify and make simple sentences to show instructions, commands, and strong feelings

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 133-134, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some random sentences on board. Ask students to identify its correct kind. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn kinds of sentences. Have them recall the commands, instructional sentences and exclamatory sentences. Encourage students to share some examples.

Activity 1:

Read the statement (xii) from Grammar section. Ask them to read the given sentences and write its correct type. Check their work side by side and help them if need be. The correct answers are: Command, exclamatory, instruction, exclamatory, instruction, command

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share some commands, instructions or exclamatory sentences.

Homework: (2 mins)

Ask students to write two sentences with each type of a sentence.

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	4		40 min

Worksheet

Name: _____

Date: _____

A. Write each sentence. After each sentence write *declarative, interrogative, imperative, or exclamatory*.

1. The blue whale is the largest animal. _____
2. It is bigger than thirty elephants. _____
3. How much does it eat every day? _____
4. It eats from four to eight tons of food a day. _____
5. What a huge appetite it has! _____
6. Blue whales are so gigantic! _____
7. Does it really weigh 100 tons? _____
8. The Antarctic blue whale weighs up to 150 tons! _____
9. It spends six months a year feeding in Antarctic waters. _____
10. A blue whale is about twenty-five feet long at birth. _____
11. What a big baby that is! _____
12. How much does a baby blue whale weigh? _____
13. Please read the sign to find out. _____
14. It weighs about two tons at birth. _____
15. Note the size of that whale. _____



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 3

Unit Name: The Wind

Topic: Central Idea

Date:

Objective(s):

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

- Identify and write the central idea of a given poem in simple language

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 134, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and revise some concepts of vocabulary, grammar and writing section of previous units.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about writing a central idea of a poem. Tell them that the central idea of a poem is the poem's theme or 'what it's about'.

Activity 1:

Ask them to open textbook at page 134 and read statement (i) from writing section. Then ask them to read the central idea of the poem 'wise'.

Activity 3:

Read statement (ii) from writing section. Then ask them to write the central idea of the second stanza of poem in their own words. Check their work side by side. Write some vocabular on board to guide them.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share their written central idea with classmates.

Homework:

(2 mins)

Ask students to read any of their favourite poem and write its central idea in their 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	4		40 min

Term: 3 **Periodic Unit: 2** **Week:5** **Lesson Plan: 4**
Unit Name: Wise **Topic: Rhyming words** **Date: _____**

Objective(s):

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

- List rhyming words and write a poem.
- Revise written work for layout, legibility, vocabulary and grammar.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 135, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask them to share some examples of rhyming words and write them on the board. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn rhyming words. Have them recall the rhyming words. Rhyming words are words that have the same ending sound. For example, words like call, tall, fall, and ball. In simpler terms, it can be defined as the repetition of similar sounds.

Activity 1:

Ask students to open textbook at page 135. Read the statement (iii) from Writing section. Ask them to list four rhyming words and then use them in writing a poem about nature. Then ask them to revise their written poem for correct layout, legibility, vocabulary, grammar and spelling.

Activity 2:

Bring given worksheet to students. Distribute among students. Then ask them to complete it. Help them if need be. Check their work side by side.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share their written poem.

Homework: (2 mins)

Ask students to write a poem on their favourite food.

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	4		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Worksheet

Name: _____

Date: _____

1. Read the poem.

Clouds

By Christina Rossetti

White sheep, white sheep,
On a blue hill,
When the wind stops,
You all stand still.

When the wind blows,
You walk away slow.
White sheep, white sheep,
Where do you go?

2. Circle the words that rhyme in each row.

hill

pill

well

still

sheep

head

sleep

beep

you

slow

go

mow

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 5

Unit Name: Wise

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 pages 135

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 discuss the blessings of Allah (SWT).

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to write a paragraph.

Activity 1:

Ask students to open textbook at page 135. Read the statement from Creative Writing section. Ask them to write a paragraph about blessings of Allah (SWT). Write some difficult words related to the topic. Guide them in writing correctly. Ask them to edit and proofread their work after completing it. Ask students must check their draft for ideas, organization, punctuation, word choice, and sentence fluency.

Activity 2:

Make pairs of students. Ask them to exchange and check each other's work for correct capitalization and punctuation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask him/her to share some sentences from their paragraph.

Homework:

(2 mins)

Ask students to make a poster about blessings of Allah (SWT).

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	4		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 6

Unit Name:-----

Topic: Review 4

Date:

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 136-137, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Ask them to share some examples of three and four syllable words.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to revise units 13 and 14.

Activity 1:

Ask students to open textbook at page 136. Read the statement (i) from Oral communication. Ask them to write three-syllable and four syllable words.

The correct answers are:

Three-syllable words: eleven, butterfly, basketball, motorbike

Four syllable words: calculator, dictionary, population, termination

Activity 2:

Read the statement (ii) from Oral communication. Ask them to read the given sentences with correct pronunciation and circle the correct intonation. The correct answers are:

- Falling
- Rising
- Falling
- Falling

Activity 3:

Read the statement (iii) from Oral communication. Make pairs of students and ask them to share how they would express their joy on securing first position in the class.

Activity 4:

Read the statement (iv) from Oral communication. Make pairs of students and ask them to share how they would seek attention of their parents when they want to buy something.

Activity 5:

Read the statement (i) from Reading and Critical thinking. Ask them to define the elements of a story. The correct answers are:

Characters: A character is a person, animal, being, creature, or thing in a story.

Plot: A plot is the sequence of events that make up a story.

Resolution: The resolution is the end of the story. It occurs after the climax. It is when you learn what happens to the characters after the conflict is resolved.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask different questions from students and ask them to answer them. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to revise these concepts. Complete activity (ii) of Reading and critical thinking.

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	4		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 7

Unit Name:-----

Topic: Review 4

Date:

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 137-138

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Ask them to discuss the units 13-14. Ask them to tell which unit do they like and why.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to revise units 13 and 14.

Activity 1:

Ask students to open textbook at page 137. Read the statement (i) from Aspects of language. Ask them to write plurals of given singular words.

The correct answers are:

House-houses, story-stories, dish-dishes, fish-fish, knife-knives, tomato-tomatoes, boy-boys, mouse-mice

Activity 2:

Read the statement (ii) from Aspects of language. Ask them to write past and past participles of given verbs. The correct answers are: earn-earned-earned, destroy-destroy-destroyed, count-counted-counted, plan-planned-planned

Activity 3:

Read the statement (iii) from Aspects of language. Ask them to write two sentences using present continuous tense and simple past tense.

Activity 4:

Read the statement (iv) from Aspects of language. Ask them to write questions using given words.

Activity 5:

Read the statement (v) from Aspects of language. Ask them to circle adverbs of time. The correct answers are: now, later, daily, tomorrow.

Activity 6:

Read the statement (vi) from Aspects of language. Ask them to write contractions of given words. The correct answers are: hasn't, she'll, I've

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	4		40 min

Assessment: (5 mins)

Ask different questions from students and ask them to answer them. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to complete activities of writing section from textbook page 138.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:
