



AFAQ SUN SERIES

Lesson Plans English

5

Total: SLO = 133

Total: LPs = 210



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

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

Objective(s):

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

- Introduce themselves to each other.

Resource Materials:

Chalk/marker, white-/blackboard, chart papers or card papers, cut-outs of leaves, dice, worksheets

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 for a school visit and help familiarise them with the school building, classrooms, playground, etc.

Explain and discuss some important school and classroom rules with them.

Make a tree on the soft board or wall with the help of chart or card papers. Give some cut-outs of leaves to students. Ask them to write their names on these leaf cut-outs and paste them on that tree.

Main Activities/Concept Building:

(25 min)

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 hobbies. Ask students to introduce themselves to each other by telling their names and some of their favourite things, like their favourite subjects turn by turn.

Write different questions on the board. Some suggested questions are:

1. What is your name?
2. Where were you born?
3. How many brothers or sisters do you have?
4. Do you have any pets?
5. Tell your favourite cartoon character.
6. Tell the name of your favourite game.

Make groups of 4-5 students. Engage them in a game with the help of dice and the given worksheet. Ask them to throw the dice and answer that question on which it will stop. Bring some posters of classroom rules and paste them on the wall. Write some guidelines how to become a good and helpful classmate with help of the given posters. Ask them to follow these rules and guidelines in the classroom.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Repeat some important rules of school and class again.

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 ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Worksheet

Name: _____

Date: _____

Fill in the given information about yourself.

All About Me

Name: _____ Age: _____

Birthday: _____

My Self Portrait ✓

My Favourite Things

Subject: _____

Hobby: _____

Animal: _____

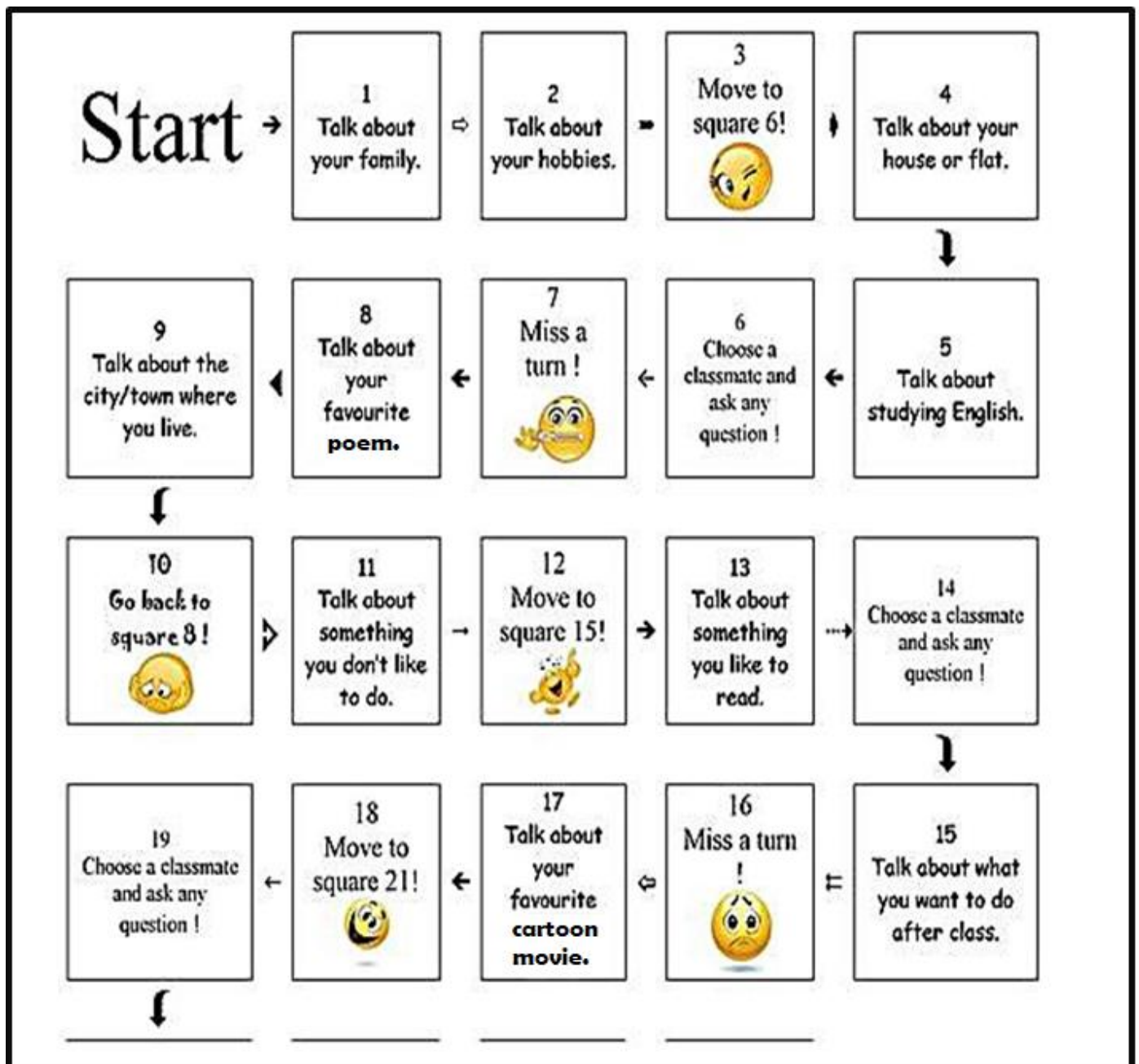
Food: _____

When I grow up
I want to be...

★

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Worksheet for Game



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Unit Name: An Orphan's Eid

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 of a text from topic/pictures, title/headings, etc., by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to skim common graphical features such as picture, tables, illustrations, maps and graphs, etc. in texts to increase understanding.
- Read the text.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 1 and 2

Teaching & Learning Activities:

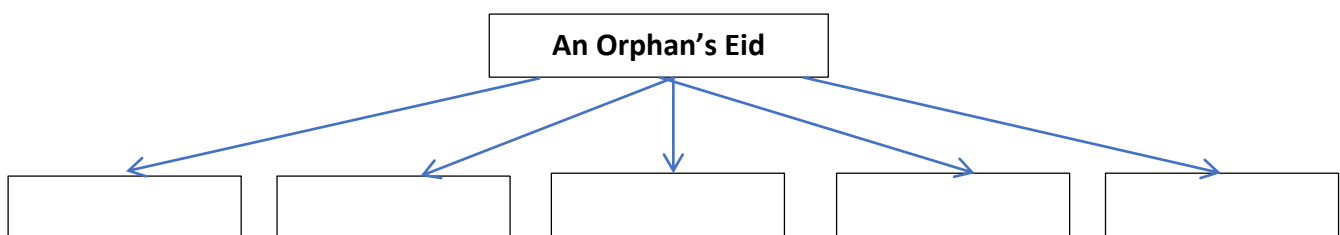
Opening Activities/Warm-up:

(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. Ask them to tell what do they understand by reading the title of the unit.



Main Activities/Concept Building:

(25 min)

Tell students that they are going to start a new unit 'An Orphan's Eid'. Ask students to open their textbooks to page 1. Ask them to look at the given picture and discuss it.

Discuss the given questions with the class. Encourage them to share their views turn by turn.

Now ask students to open their textbooks to page 2. Write the title of the unit on the board and ask questions about it. Ask students to read the text turn by turn. Ask them to read with accurate production of sounds of words and sentences.

Discuss the theme of the lesson to students. Share some Quranic verses and Hadiths. Tell them that we should follow Rasoolullah's teachings in our lives. Encourage them to tell who is their favourite personality. While reading the text, ask them to answer the question given in the while reading box. Ask students to underline difficult words after reading and guess the meanings of these difficult words.

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 page 2 of their textbooks.

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	5		40 Mins

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

Unit Name: An Orphan's Eid **Topic:** Silent letters **Date:** _____

Objective(s):

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

- Pronounce and practice more words with silent letters such as 't' in switch, 'g' sound in 'high'.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Write some words like 'castle', 'batch', 'sign' and 'wrong' on the board and ask students to read them. Correct them if they read the words incorrectly. Ask them to tell which letters were not pronounced when reading 'castle', 'batch', 'sign' and 'wrong'. Praise them for their correct responses. Tell them why these letters are not pronounced. Tell them that in these words, the letters ('t' in castle, 't' in batch, 'g' in sign and 'w' in 'wrong') are silent letters and they are not pronounced.

Main Activities/Concept Building: (25 min)

Tell students that they are going to learn silent letters. Ask them to tell what silent letters are. Have students recall the concept of silent letters. Tell them that a letter in a word that is not pronounced is called a silent letter. Ask students to open their textbooks to page 3. Read the statement (i) given in 'Phonics Section' aloud. Ask them to pronounce and practise the given words with silent letters aloud. Tell them that the highlighted letters in these words are not pronounced.

Ask students to open their textbooks to page 3. Read the statement (ii) given in 'Phonics Section' aloud. Ask them to read the given sentences and pronounce the words with silent letters. Encourage them to read with correct pronunciation.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask students to complete the given worksheet.

Homework: (2 min)

Ask them to solve activity (iii) from page 3 of their textbooks.

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	5		40 Mins

Worksheet

Name: _____

Date: _____

Use the given clues to complete the crossword. All of the answers are words with silent letters.

Across

1. I am a stop _____.



3. I can help you untangle your hair.



6. I can help you cut your vegetables.



7. I can be difficult to untie.



Down

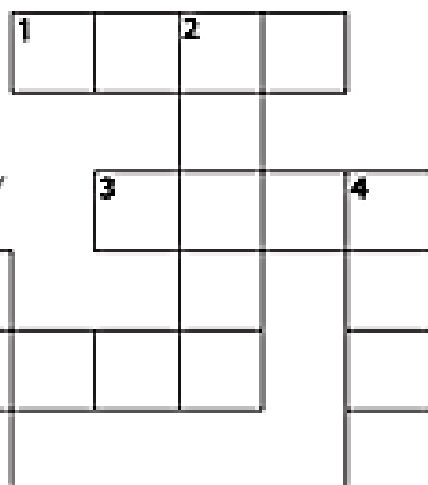
2. I live in a garden and wear a pointed hat.



4. I can explode!



5. I carry a sword and live in a castle.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: An Orphan's Eid **Topic:** L/S **Date:** _____

Objective(s):

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

Identify, demonstrate and practice previously learnt and more formulaic expressions for greetings, routine social courtesies according to the age, gender and status of the addressee.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 3 to 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 students what they will say to their friends if they get first position or if your friend gives you a beautiful gift. You can also give different situations to the class.

Ask them to think and answer. Note their responses on the board. Students may say: Congratulations! Well done! Great! Bravo!

Main Activities/Concept Building: (25 min)

Tell students that they are going to read a dialogue. Tell students that we use different greetings on different occasions. Explain to students how to greet each other using different expressions by giving different examples on the board. Tell students that we should always use polite expressions. Ask them to open their textbooks to page 3 to 4. Read the statement given in 'Listening and Speaking Section' aloud. Make pairs of students and ask them to read and practise the given dialogue.

Activity 1:

Conduct a role-play activity in the class. Select two students from the class. Give them some time to prepare the given dialogue using expressions for greetings on any birthday occasion. Then ask them to present it turn by turn in front of the class. Now, assign students different topics. Make pairs of students and ask them to do a role-play activity of the given dialogue.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (7 min)

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

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: An Orphan's Eid

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**): Applying world knowledge and own opinion to the text read.
- Relate their feelings and experiences to what is read.

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".

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 to the front of the class. Instruct them to ask questions using that particular 'wh' word from their classmates related to the story. Ask the class to respond and answer to the questions by raising their hands.

Main Activities/Concept Building:

(25 min)

Tell students that 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:

Why was Umar excited? Share some sentences from the life of Hazrat Muhammad (S.A.W).

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 to page 4. 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 students who work first to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Assess your students by asking random questions from comprehension focus.

Homework:

(2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 6

Unit Name: An Orphan's Eid

Topic: Digraphs, Trigraphs, Silent letters

Date:

Objective(s):

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

Articulate, practice and syllabify words containing digraphs, trigraphs, and silent letters.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 4, 5 and 6

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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, trigraphs and silent letters on them. Call some students at random and ask them to pick any ice-cream stick, read that digraph, trigraph or silent letter 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 digraph, trigraph and silent letters. Have students recall the concept of digraphs. Tell them that a digraph is a single sound which is represented by two letters. Tell some examples and write them on the board.

Now, have them recall the concept of trigraphs. Tell them that a trigraph is a single sound which consists of three letters. Tell some examples and write them on the board.

Have them recall the concept of silent letters. Tell them that we cannot pronounce silent letters when we say the word, but they are there when we write or spell the word. Tell some examples and write them on the board. Ask them to open their textbooks to page 4 to 5. Read the statement (ii) from the 'Comprehension' section. Ask them to read the given text and notice the highlighted letters which are digraphs, trigraphs and silent letters.

Activity 1:

Ask students to open their textbooks to page 5. Read the statement (iii) from the 'Comprehension' section. Ask them to solve the given activity. Instruct them to unscramble the given words and write the correct words for each digraph in the table. Check their work. Praise the student who works first to boost their confidence.

Activity 2:

Ask students to open their textbooks to page 5 to 6. Read the statement (iv) from the 'Comprehension' section. Ask them to solve the given activity. Instruct them to look at the given pictures and complete the words using trigraphs. Ask them to take out their notebooks and write a sentence to describe each picture.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share more examples of digraphs, trigraphs and silent letters.

Homework:

(2 min)

Ask students to solve activity (v) on page 6 of their textbooks.

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	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 7

Unit Name: An Orphan's Eid

Topic: Topic sentence, Supporting details

Date:

Objective(s):

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

- Read a paragraph as a large meaning unit of expression to recognize that:
 - The main idea in a paragraph is carried in a sentences called a topic sentence
 - Other sentences in the paragraph support the topic sentence.
- Recognise each paragraph in a text as a separate meaningful unit of expression.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 think about their favourite personality. Give them one minute to think. Now ask them, "Who wants to share some information about their favourite personality?" Call the willing students to the front of the class and ask them to share why they like that particular personality. Encourage them to speak and share what they know.

Main Activities/Concept Building:

(27 min)

Tell students that they are going to learn topic sentence and supporting details. Explain to them that a paragraph is a group of sentences that presents a single idea. Tell students that the main idea is the most important or central thought of a paragraph, which tells the reader what the text is about. Explain to them that some words in a paragraph help to join sentences and make sense in relation to each other representing unity of thought. Tell them that each paragraph in a text has its own meaningful expressions. Tell them that a simple paragraph comprises of 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. Ask them to open page 6 of their textbooks. Read the statement (vi) from the 'Comprehension' section. Ask them to read the given paragraph and notice the use of the topic sentence and supporting details.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to tell what is a topic sentence and supporting details.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name: An Orphan's Eid

Topic: Topic sentence/Supporting details/Thinking Skills

Date:

Objective(s):

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

- Read a paragraph as a large meaning unit of expression to recognize that: The main idea in a paragraph is carried in a sentences called a topic sentence, other sentences in the paragraph support the topic sentence.
- Recognise each paragraph in a text as a separate meaningful unit of expression.
- Reading and critical thinking.

Resource Materials:

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

Ask students to take out their textbooks and read paragraph from any unit. Ask them to read the paragraph with correct pronunciation. Ask them to tell:

- What is the topic sentence of this paragraph?
- What are the supporting details of this paragraph?

Correct them if they give wrong answer. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to revise topic sentence and supporting details. Have them recall that a paragraph is a group of sentences that presents a single idea. Tell students that the main idea is the most important or central thought of a paragraph, which tells the reader what the text is about. Explain to them that some words in a paragraph help to join sentences and make sense in relation to each other representing unity of thought. Tell them that each paragraph in a text has its own meaningful expressions. Tell them that a simple paragraph comprises of 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.

Ask them to open page 7 of their textbooks. Read the statement (vii) from the 'Comprehension' section.

Ask them to write a paragraph on 'A Tree Plantation Campaign' taking help from the given mind map. Ask them to write any five conjunctions in their paragraph. Guide them before writing. Tell them that they have to write about the importance of tree plantation, awareness about the campaign, plan implementation, aftercare of the trees planted. Explain to them that trees are important for us to live in. Tree plantation has many advantages. We as a whole inhale oxygen to live, and trees are the main characteristic source of oxygen. Tell them that tree plantation is one of the best activities for making the planet greener, livelier, and healthier. After give them some guidelines, 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 again for clarity.

Assessment:

(5 min)

Ask students to share the paragraph they have written with their classmate.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Homework:

(2 min)

Do activity of 'Time to Think' section on page 7 of the textbook.

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	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: An Orphan's Eid

Topic: Vocabulary + Naming, Action, Describing Words

Date:

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Classify into different categories, and use more naming, action and describing words, from pictures, signboards, advertisements, labels, etc in their immediate and extended environment.

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".

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:

(27 min)

Tell students that today they are going to learn the meanings of difficult words and do an activity related to naming, action and describing words. Ask them to open their textbooks at page 7. 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:

Now ask students to open their textbooks at page 8. Have students recall the concepts of naming, action and describing words. Now read statement (ii) from the 'Vocabulary' section. Ask students to read the given advertisement carefully. Find and write two naming, action and describing words each in the space provided. Also use them in their own sentences. 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. 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 ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Unit Name: An Orphan's Eid

Topic: Countable/Uncountable Nouns

Date:

Objective(s):

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

Recall, and demonstrate use of more countable/uncountable nouns and collective nouns from immediate and extended environment.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 8 and 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".

As students have already studied these types of nouns in previous grades. Ask them to define countable noun, uncountable noun and collective noun. Ask them to share examples of each type of noun.

Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn countable, uncountable and collective nouns. Have them recall that countable nouns are nouns that we can count. They have singular and plural forms, e.g. ball-balls, girl-girls, doll-dolls, etc. Uncountable nouns are nouns that we cannot count. They don't have plural forms, e.g. air, milk, furniture, apparatus, etc. Collective nouns are names for a group of people or things, e.g. flock, people, bunch, etc. Ask them to open their textbooks at pages 8-9. Read statement (i) from the 'Grammar' section. Ask students to read the given text and notice the use of countable, uncountable and collective nouns. Tell them that the words highlighted in red are countable nouns, the ones in blue are uncountable nouns and the ones in green are collective nouns.

Activity 1:

Now ask students to open their textbooks at page 9. Read statement (ii) from the 'Grammar' section. Ask students to identify and underline the countable, uncountable and collective nouns in the following sentences. Also write the noun types in the space provided. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need 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 again for clarity.

Assessment:

(5 min)

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

Homework:

(2 min)

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	5		40 Mins

Worksheet

Name: _____

Date: _____

Complete each sentence by choosing the correct collective noun from the word bank.

people crowd pack gang bundle
pride herd bunch troop stack

- The _____ was making a lot of noise.
- The _____ of my village are very hard working.
- A _____ of sheep was grazing in the field.
- The _____ of lions was running in the jungle.
- We pick _____ of grapes from the vine.
- We heard the _____ of wolves howling.
- The _____ of thieves was caught yesterday.
- The _____ of army is moving towards its target.
- A _____ of wood is lying on the floor.
- A _____ of notebooks is checked by the teacher.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: An Orphan's Eid **Topic:** Articles **Date:** _____

Objective(s):

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

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

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".

As students have already studied definite and indefinite articles in previous grades. Ask them to tell when definite and indefinite articles are used. Ask them to share examples of definite and indefinite articles.

Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building: (25 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 table, a chair. 'An' is used before singular nouns that begin with a vowel sound, e.g. an umbrella, an orange. Tell them that 'the' is used to specify a person, place or thing. Ask them to open their textbooks at page 9. Now read statement (iii) from the 'Grammar' section. Ask students that Umar wrote a paragraph about his grandpa but forgot to put articles. Ask them to help him fill it in with articles. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Praise the students who finish their work first to boost their confidence.

Activity 1:

Write some sentences on the board using 'a', 'an' and 'the' (definite and indefinite articles). Invite some students to the board and ask them to underline the correct articles in the given sentences. Appreciate them for their correct responses.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask student to make five sentences using definite article 'the'.

Homework: (2 min)

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	5		40 Mins

Worksheet

Name: _____

Date: _____

Add appropriate articles where necessary and rewrite the sentences.

I drink glass of milk in morning.

Girl was waiting for her father.

There is egg in nest.

She is famous writer.

The children are playing in garden.

We are going to Lahore Museum.

Elephant has a long trunk.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: An Orphan's Eid **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 10

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Bring a ball or balls in the class. Ask students to describe it by using different adjectives. Ask them to tell about its color, shape, size, quality, quantity and it is made in which country such as Pakistan etc. Now ask them to describe their bags using different adjectives. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn kinds of adjectives. Have them recall that adjectives are words that are used to describe a noun, for example a big fat elephant, a stubborn girl, etc. Have them recall the kinds of adjectives. Tell them that adjectives of colour describe what colour something is, adjectives of quality describe the kind and quality of a noun, adjectives of size describe how big or small, etc. something is, adjectives of origin describe where something belongs to, adjectives of shape describe what shape something is and adjectives of quantity describe how much or how many. Ask them to open their textbooks at page 10. Read statement (iv) from the 'Grammar' section. Ask students to read the given sentences and notice the types of adjectives. Explain the types of adjectives in detail by sharing more examples.

Activity 1:

Now read statement (v) from the 'Grammar' section. Ask students to read the given sentences. Identify the adjectives and write their types in the space provided. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need 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 again for clarity.

Assessment: (5 min)

Ask students to share more examples of different kinds of adjectives.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 6

Unit Name: An Orphan's Eid

Topic: Syllables/Topic sentences, supporting details

Date:

Objective(s):

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

- Write multi-syllable words with correct spelling.
- 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
- Analyse and use the above organizing principles of paragraph writing to write a meaningful and unified paragraph.

Resource Materials:

Chalk/marker, white-/blackboard, Textbook page 11

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 multi-syllable words on the board. Ask students to read the given words aloud with correct pronunciation. Read the given words one by one with correct pronunciation and ask them to count syllables when you say the words. Correct them if they give wrong answer. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn and 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 11. Read statement (i) from the 'Writing' section. Ask students to read and say the given multi-syllable words. Read the given words aloud and ask them to read after you with correct pronunciation.

Activity 1:

Now read statement (ii) from the 'Writing' section. Ask students to read the lesson again and find any five multi-syllable words. Write them in the given table and put a dot between syllables. Ask them to write the number of syllables and syllable division also. 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.

Activity 2:

Now read statement (iii) from the 'Writing' section. Have students recall the topic sentence and supporting details. Ask them to read the third paragraph of the lesson carefully. Write its topic sentence and supporting details. Also write its main idea in your own words. 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. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask some students at random to share the main idea they have written with their classmates.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: An Orphan's Eid **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 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".

Write the title 'Classroom Rules' on the board. Ask students to tell what do they understand by reading the title. Encourage them to share some classroom rules. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to do some creative writing. Write the topic 'School Rules and Regulation' on the board. Ask students to tell what do they understand by reading the topic. Encourage them to share some school rules and regulation. Ask them to tell why it is important to follow school rules and regulation. Tell them that they should be punctual. Their uniform should be neat and clean. Tell them that regularity in attendance is essential. Ask students to open their textbooks at page 12. Read statement (i) from the 'Creative Writing' section. Ask them to write a short paragraph about 'School rules and regulations'. Guide them before writing. Ask them to remember to use correct capitalisation, punctuation and spelling. 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. Praise the students who finish their work first to boost their confidence.

Activity 1:

Ask students to open their textbooks at page 12. Read statement (ii) from the 'Creative Writing' section.

Ask students to write meaningful sentences of their own using correct capitalisation, punctuation and spelling. Encourage them to make sentences on their own. Help them if need it.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share some school rules and regulations they have written with their classmates.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: Mother Earth **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 of a text from topic/ pictures, title/headings etc., by using prior knowledge.
- Recite poems with actions.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 13 and 14

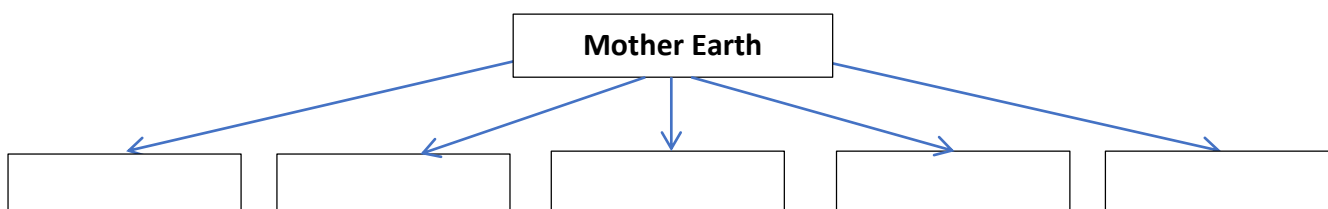
Teaching & Learning Activities:

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".

Ask students to name different objects of nature. 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 "Mother Earth". Tell them that the poem is a beautiful description of the earth as a mother including all the objects as well as human beings in the world. Ask students to open their textbooks at page 13. Ask students to look at the given pictures given in 'Let's Get Started' and discuss how humans are polluting the earth. Ask them to tell how we can save our Earth from pollution. Ask them to share some pollution problems and also suggest their solutions. Try to involve all students in the discussion.

Ask students to open their textbooks at page 14. Ask them to look at the picture of the poem and name different objects of nature. Encourage them to tell what do they understand by looking at the picture. Recite the poem with correct pronunciation and intonation. Encourage them to recite the poem themselves. Ask them to listen to it carefully and repeat it after you 3-4 times. Explain to them the theme of the poem and tell them that saving our earth and its environment becomes highly important as it provide us food and water to sustain life. Encourage them to read correctly. Help them if need it. Tell them the name of a poet.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

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

Homework: (2 min)

Read the poem on page 14 of the textbook.

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	5		40 Mins

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

Unit Name: Mother Earth **Topic:** Vowel Sounds **Date:** _____

Objective(s):

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

Classify more words that begin with vowel sounds.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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 starting with consonants and vowels on the board. Ask students to select the words starting with the vowels. Ask them to tell what vowels are. Encourage them to share more examples with each vowel sound. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn vowel sounds. Ask them to tell how many vowels are there. Have them recall that in the English alphabet, there are five vowel sounds. These are 'a', 'e', 'i', 'o' and 'u'. Ask them to share more words that begin with vowel sounds. Ask them to open their textbooks at page 15. Read the statement (i) from the 'Phonics' section. Ask them to read the five words beginning with vowel sounds.

Activity 1:

Now read statement (ii) from the 'Phonics' section. Ask them to make two words with each vowel and use them in their own sentences. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need 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 again for clarity.

Assessment: (5 min)

Ask students to share more examples with each vowel sound.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: Mother Earth **Topic:** L/S **Date:** _____

Objective(s):

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

Use appropriate expression in conversation to express and respond to opinion.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 15, table for activity

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 statements on the board such as:

- Summer is the worst season.
- Cricket is the best sport.
- English is difficult.
- Purple is a beautiful color.
- Pakistani food is delicious.
- Ice cream is the best dessert.
- Fresh juice is better than soft drinks.

Now ask students to read the given statements one by one and give their opinion about them. Ask them to tell are they agree or disagree with the given statements. Try to involve all students in the activity.

Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 min)

Tell students that they are going to read a dialogue. Tell students that an opinion is a judgment, viewpoint or statement about someone or something/a thought or belief about something or someone. Ask them to open their textbooks to page 15. Read the statement given in 'Listening and Speaking Section' aloud. Make pairs of students and ask them to read and practise the given dialogue.

Activity 1:

Divide the class into two groups. A student from Group A will get a turn to pick any one way of asking the opinion from the table given. Any other student from Group B will pick a way of responding by adding his/her point of view about that. Then the next student will ask the opinion about something else and any other student will reply. Try to involve all students in the activity. Appreciate them for their correct responses.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask some students at random to give their opinion about the statement 'Playing outside is better than watching television'.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Tables for Activity

Asking about opinion

- What's your opinion about.....?
- What do you think of.....?
- How do you feel about.....?
- Are you for or against.....?
- Do you think that.....?

Ways of giving opinions

To be honest.....

If you ask me.....

I feel.....

To my mind.....

It seems to me that.....

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: Mother Earth **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): Applying world knowledge and own opinion to the text read
- Relate their feelings and experiences to what is read.

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".

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

Main Activities/Concept Building: (25 min)

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

Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 16. Read each question from the 'Comprehension' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give 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 ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: Mother Earth

Topic: Picture description/ Thinking Skills

Date:

Objective(s):

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

- Describe a series of events or sequence in a picture, an illustration or a diagram. Express opinion about them.
- Reading and critical thinking.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Paste pictures of any story which the students have read before without sequence on the board. Ask them to look at the given pictures and guess the name of the story. Ask them to help you arrange the given pictures in sequence. Encourage them to tell the story in their own words. 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 story. Ask them to open their textbooks at page 16. Read the statement (ii) from the 'Comprehension' section. Ask them look at the pictures carefully and write a story in their own words. Ask them to keep the story in correct sequence and express their opinions about it. Have them discuss the story orally first. Then ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask some students at random to come and share the story they have written with their classmates.

Homework:

(2 min)

Do activity of 'Time to Think' section on page 16 of the textbook in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: Mother Earth **Topic:** Vocabulary **Date:** _____

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Create a short poem using rhyming words on a given topic

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 16 and 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".

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

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the meanings of difficult words and write a poem. Ask them to open their textbooks at page 16. 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. Ask them to memorise the words and their meanings. Encourage them to use these words in their daily conversation. Give them some time for this memorization activity.

Activity 1:

Now ask them to open their textbooks at page 16. Read statement (ii) from the 'Vocabulary' section. Ask students to read the given stanza first and write a short poem on the topic 'Earth Day' using the given rhyming words. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them throughout the activity. 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)

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

Assessment: (5 min)

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

Homework: (2 min)

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: Mother Earth **Topic:** Expressions **Date:** _____

Objective(s):

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

Use appropriate expressions in conversation to express and respond to opinion, offer and accept apology.

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".

Write some expressions on the board. For example, that's okay, no problem, don't worry, I am sorry, etc. on the board. Ask students to read the given expressions and tell why they are used for. Ask them to use these expressions in their own sentences. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building: (27 min)

Tell students that they are going to read and learn some new expressions. Tell them that different expressions are used in various situations. Explain to them that an opinion is a judgment, viewpoint or statement about someone or something/a thought or belief about something or someone. Tell them that an apology means to admit one's mistake and say 'sorry'. Ask them to open their textbooks to page 17. Read the statement (iii) given in 'Vocabulary' Section. Ask students to read the given expressions of opinion. Ask them to read the expressions to express an opinion and respond to an opinion. Encourage them to use these expressions in their own sentences.

Now read the statement (iv) given in 'Vocabulary' Section. Ask students to read the given expressions of offering and accepting an apology. Encourage them to use them in different situations. Ask them to use these expressions in their daily conversations.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask some students at random to give their opinion about the importance of cleanliness.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Mother Earth

Topic: Regular/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 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".

Divide the class into two teams; Team A and Team B. Draw two columns on the board. One for singular nouns and the other for plural nouns. Write a singular noun in the first column. Ask a student from the team A to come to the board and write its plural. Now write a plural noun in the second column. Ask a student from the team B to come to the board and write its singular. If they will write correct answers, both teams score a point. Repeat with different students of team A and team B. Write both regular and irregular nouns. The team which scores more points will win. Clap for the winning team and appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn regular and irregular nouns. Ask them to tell what regular and irregular nouns are. Ask them to share examples also. Have them recall the concept of regular and irregular nouns. Tell them that nouns that form their plurals by adding an 's' or 'es' at the end of a word are called regular nouns. Nouns that do not form their plurals with the addition of an 's' or 'es' are called irregular nouns. Tell them that irregular nouns don't follow a regular pattern. Ask students to open their textbooks at page 18. Read statement (i) from the 'Grammar' section. Ask them to write the plurals of the given regular and irregular nouns. 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 again for clarity.

Assessment:

(5 min)

Write some regular and irregular nouns on the board. Ask students to tell their plural nouns.

Homework:

(2 min)

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	5		40 Mins

Worksheet

Name: _____

Date: _____

Rewrite the given sentences using the correct plural forms.

Give the chocolates to the (child).

These (mango) are sweet.

The (thief) are arrested.

Brush you (tooth) twice a day.

These (woman) are walking in the ground.

There are many (tomato) in the salad.

Whose (book) are these?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: Mother Earth **Topic:** Articles **Date:** _____

Objective(s):

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

Recall, Identify and use the definite article 'the'.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 18 and 19

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

As students have already studied this concept in previous grades. Start the lesson by asking students about the definite article 'the'. Ask them to tell when definite article is used. Ask them to share some examples also. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are learn and recall definite article 'the'. Ask them to open their textbooks at page 18-19. Read statement (ii) from the 'Grammar' section. Ask students to read the given sentences and notice the use of the definite article 'the'. Explain the rules of using definite article 'the'. Explain to them that it is used when we talk about something already known or which has been previously mentioned, when we need to define or identify a particular person or object, when refer to people or objects that are unique, before superlatives of adjectives and ordinal numbers, with nouns, to refer to a whole group of people, with the names of rivers, mountain ranges, groups of islands, canals and oceans, with the names of famous buildings, museums or monuments. Explain the concept of the definite article 'the' and its rules in detail by giving more examples on the board.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask students to share some rules of using definite article 'the'.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: Mother Earth

Topic: Articles

Date:

Objective(s):

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

Differentiate between use of definite and indefinite articles

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

As this is continuity of the previous lesson. Ask students to share some rules in detail they have studied yesterday. Ask them to share examples also. Write the examples on the board. Correct them if they give wrong example. Appreciate them for their correct responses. Pay special attention to the weak students.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to do activities of definite and indefinite article. Have 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 bag, a parrot. 'An' is used before singular nouns that begin with a vowel sound, e.g. an apricot, an envelope. Have them recall the rules they have studied yesterday.

Ask them to open their textbooks at page 19. Read statement (iii) from the 'Grammar' section. Ask students to read the given sentences and tick the correct options. Encourage them to do their work on their own. After completing this activity. Now read statement (iv) from the 'Grammar' section. Ask students to rewrite each sentence using the correct articles. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask a few students to share some examples in sentences using definite and indefinite articles.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Unit Name: Mother Earth

Topic: Degrees of Adjectives

Date: _____

Objective(s):

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

Articulate, identify and use degrees of regular adjectives.

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".

Ask students to tell what adjectives are. Ask them to share some examples also. Note their responses on the board. Ask them if they know what regular adjective are. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn degrees of regular adjectives. Have them recall that adjectives are words that are used to describe a noun. Explain to them that regular adjectives take '-er' and '-est' to make comparative and superlative adjectives. Tell them that comparative adjectives compare two things using 'than.' Tell them that superlative adjectives compare more than two things. Ask them to open their textbooks at page 19. Read statement (v) from the 'Grammar' section. Ask students to read the given degrees of regular adjectives with their sentences. Explain the concept by giving more examples.

Activity 1:

Ask students to open their textbooks at page 20. Read statement (vi) from the 'Grammar' section. Ask them to write the degrees of the given regular adjectives in their notebooks. Also use them in their own sentences. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need 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 again for clarity.

Assessment:

(5 min)

Ask a few students to share examples of regular adjectives.

Homework:

(2 min)

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	5		40 Mins

Worksheet

Name: _____

Date: _____

Complete the given table.

Positive	Comparative	Superlative
slow		
	faster	
		quickest
	later	
sad		
		prettiest
	happier	
dark		
		cleanest
	louder	
easy		
		softest
angry		
	deeper	
		thickest

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: Mother Earth **Topic:** Conjunctions **Date:** _____

Objective(s):

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

Analyse and use conjunctions e.g. and, but, or, because.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write some sentences using conjunctions on the board. For example

- I want to buy a new bag but I don't have enough money.
- She is intelligent and beautiful.
- Do you want to play Cricket or football?
- Faisal is not well because he was playing in rain.
- Give me a biscuit and a cup of coffee.

Invite some students to the board and ask them to underline conjunctions in the given sentences.

Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn conjunctions. Ask them if they know what conjunctions are. Explain to them that conjunctions are words that join words, phrases or sentences. For example, and, but, or, because, etc. are the most frequently used conjunctions. Ask them to open their textbooks at page 20. Read statement (i) from the 'Writing' section. Ask students to read the given sentences and notice the use of conjunctions. Tell them that the words highlighted in sentences are conjunctions. Explain the concept in detail. Tell them that conjunctions are words that connect ideas, sentences and paragraphs. Now read statement (ii) from the 'Writing' section. Ask them to write sentences using the conjunction in their notebooks. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask a few students to tell:

- What are their two favorite indoor games?
- Tell two of their favorite fruit names?

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 6

Unit Name: Mother Earth

Topic: Transitional words

Date:

Objective(s):

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

Analyse and use transitional words e.g. for example, for instance, therefore.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 20 and 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 sentences using transitional words (for example, for instance, therefore) on the board. Invite some students to the board and ask them to underline conjunctions in the given sentences. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn transitional words. Ask them if they know what transitional words are. Explain to them that transitional words are used to carry a thought from one sentence to another. 'For example' and 'For instance' are used to illustrate what has been already said. Tell them that we use 'therefore' to show the result of an action. Ask them to open their textbooks at page 20. Read statement (iii) from the 'Writing' section. Ask students to read the given sentences and notice the use of transitional words. Tell them that the words 'For example', 'For instance' and 'therefore' are transitional words. Explain the concept in detail. Tell them that transitional words connect ideas, sentences and paragraphs. Now ask them to open their textbooks at page 21. Read statement (iv) from the 'Writing' section. Ask them to make two sentences each using the transitional words in their notebooks. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share some examples using transitional devices.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 7

Unit Name: Mother Earth

Topic: Sequence Markers/ Creative Writing

Date:

Objective(s):

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

- Write a paragraph to describe/show sequence in a picture/series of pictures.
- Analyse and use sequence markers, e.g. first (ly), second (ly), then, next, etc.
- Creative Writing.

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 the words 'first', 'next', 'then' 'after that' and 'finally' on the board. Ask students that who will voluntarily come in front of the class and use these words to describe their daily routine. Appreciate the students who will come and share their daily routine with their classmates. Appreciate them by saying well done/ good/ very good.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn sequence markers and write a procedure. Ask them if they know what sequence markers are. Explain to them that sequence markers are words that organise our writing, such as first, next, then, after that and finally. Tell them that we often use sequencers when we give instructions, describe a process, or tell stories. Ask them to open their textbooks at page 21. Read statement (v) from the 'Writing' section. Ask students to look at the given pictures and tell what they are about. Ask them to use the given pictures for writing the procedure of making a honeybee from a tissue roll in correct sequence. 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 again for clarity.

Assessment:

(5 min)

Ask students to tell why do we use sequence markers.

Homework:

(2 min)

Do 'Creative Writing' activity on page 21 of the textbook in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: A New Beginning **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 of a text from topic/ pictures, title/headings etc., by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Read the text.

Resource Materials:

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

Teaching & Learning Activities:

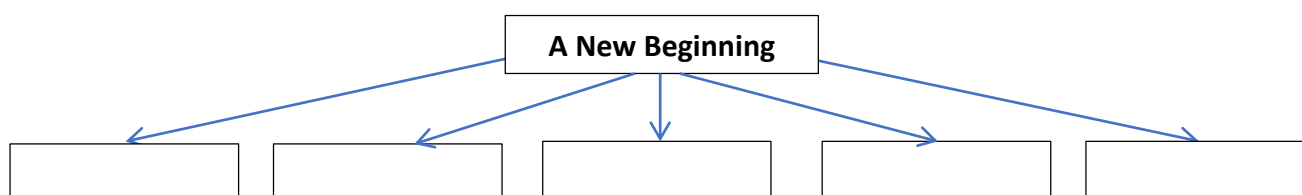
Opening Activities/Warm-up:

(5 min)

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

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

Ask students to tell is it good to do quarrel with their friends. 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 "A New Beginning". Tell them that it's a unit about two sisters who always do fighting with each other. Ask students to open their textbooks at page 22.

Ask students to look at the given picture given in 'Let's Get Started' and tell what they are doing wrong.

Ask them to tell what they shall be doing instead. Encourage them to tell if they and their siblings were in place of these kids, what they would do. Try to involve all students in the discussion.

Ask students to open their textbooks at page 23. Ask them to look at the picture given in the text.

Encourage them to tell what do they understand by looking at the picture.

Model the text by reading with correct pronunciation and intonation. Create interest and curiosity among students to know more about the setting, characters, theme and sub-themes of the lesson. Encourage students to read the text focusing on the punctuation marks and expressions. While reading the text, ask them to answer the question given in the while reading box. Ask students to underline difficult words after reading and guess the meanings of these difficult words.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

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

Homework:

(2 min)

Read the text on page 23 of the textbook.

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	5		40 Mins

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

Unit Name: A New Beginning **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 24 and 25

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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. 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 mins)

Tell students that today they are going to read the complete unit "A New Beginning". Tell them that it's a unit about two sisters who always do fighting with each other. Ask students to open their textbooks at page 24-25. Ask them to look at the pictures given in the text. Encourage them to tell what will happen next.

Model the text by reading with correct pronunciation and intonation. Create interest and curiosity among students to know more about the setting, characters, theme and sub-themes of the lesson. Encourage students to read the text focusing on the punctuation marks and expressions. Ask students to underline difficult words after reading and guess the meanings of these difficult words. After reading the complete story. Encourage them to retell the story in their own words. Ask them to tell their favourite character of the story. Appreciate them for their correct responses.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask students to tell about the setting and characters of the story.

Homework: (2 min)

Read the text on pages 23-25 of the textbook.

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	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: A New Beginning

Topic: Long and Short Vowel Sounds

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 as practice items and sentences in reading lessons and in speech.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 short and long vowel sounds are. Write some words having long and short vowel sounds on the board. Ask students to tell is it a short vowel sound or a long vowel sound. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 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 25. 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 examples and ask them to pronounce these words with correct pronunciation.

Activity 1:

Now read statement (ii) from the 'Phonics' section. Ask students to tick the words with short vowel sounds and circle 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 again for clarity.

Assessment:

(5 min)

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

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: A New Beginning **Topic:** L/S **Date:** _____

Objective(s):

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

Use appropriate expressions in conversation to offer and accept apology.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 26

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Write different situations on the board. Ask students to tell what you will do:

- If you hurt or tease someone.
- If you break someone's toy.
- If you tell your parents a lie.
- If you pick someone's thing without permission.

Take responses from different students. Try to involve all students in the activity. Appreciate them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that they are going to read a dialogue. Tell them that different expressions are used in various situations. Explain to them that an apology means to admit one's mistake and say 'sorry'. Ask them to open their textbooks at page 26. Read the statement given in 'Listening and Speaking Section'. Ask students to read and practice the given dialogue. Make pairs of students and ask them to read and practise the given dialogue.

Activity 1:

Divide the class into two groups. Group A will read the expressions for making an apology from the table and group B will read the expressions for accepting an apology from the table. Now encourage students from each group to try to use these expressions in their own sentences. Ask them to use these expressions in their daily conversations.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask students to tell how they express their apology to their parents when they do something wrong.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Table for Activity

Making an Apology	Accepting an Apology
Excuse me for...	That's all right.
I apologize for...	Never mind.
I beg your pardon. /Pardon. /Sorry.	Don't apologize.
I do apologize for	It doesn't matter.
I must apologize for...	Don't mention it.
I shouldn't have...	Forget about it.
I was wrong. Can you forgive me?	No need to apologize, it's OK.
I'm ashamed of...	No harm done.
I'm so sorry for...	No worries.
I'm terribly sorry for ...	No problem.
It's all my fault.	It's not important.
Pardon me for this...	You should be, but I forgive you.
Please accept my apology for ...	That's all right.
Please excuse my...	It's all fine.
Please, forgive me for my...	I understand.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: A New Beginning

Topic: Q/A

Date:

Objective(s):

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

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

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 26

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make pairs of students. Distribute sticky notes among the class. Now ask one student to tell the other student to share some points about how can they resolve their conflicts with each other and the other student will write the points on the sticky note. Involve all students in the activity. After that, call some pairs in front of the class and encourage them to share what they have written on the sticky notes.

Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

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

Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 26. 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 ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

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

Unit Name: A New Beginning

Topic: Pronouns

Date:

Objective(s):

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

- Identify and recognize the function of pronouns.
- Show relationships between sentences in a paragraph and between paragraphs.
- Skim a simple text for specific information.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 26

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to tell what pronouns are. Encourage them to share examples. Write some sentences using pronouns on the board. Ask some students to come to the board and circle pronouns in the given sentences. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn pronouns. Ask them to tell what pronouns are. Have them recall that pronouns are the words that used in place of nouns. Ask them to open their textbooks at page 26. Read statement (ii) from the 'Comprehension' section. Ask students to read the given text and notice the use of pronouns. Now ask students to take out their notebooks and write a short paragraph on their own about their best friend using the pronouns. 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 again for clarity.

Assessment:

(5 min)

Ask students to use any five pronouns in their own sentences.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 7

Unit Name: A New Beginning

Topic: Transitional Devices

Date:

Objective(s):

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

- Identify and recognize the function of transitional devices: (therefore, however, for example).
- Show relationships between sentences in a paragraph and between paragraphs.
- Skim a simple text for specific information.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 27

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to tell what transitional devices are. Ask them to share examples using different transitional words. Ask them to come to the board and write the examples on the board. Correct them if they write wrong examples. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn transitional words. Ask them if they know what transitional words are. Explain to them that transitional words are used to connect sentences or paragraphs, for example firstly, therefore, however, for example, etc. They help to carry a thought from one idea to another, or from one paragraph to another. Ask them to open their textbooks at page 27. Read statement (iii) from the 'Comprehension' section. Ask students to read the given use of transitional devices and their sentences. Tell them that the words 'For example', 'however' and 'therefore' are transitional words. Explain the concept in detail. Tell them that some words in a paragraph help to join sentences and make sense in relation to each other representing unity of thought. Each paragraph in a text has its own meaningful expressions. Tell them that these words are called transitional devices.

Now read statement (iv) from the 'Comprehension' section. Ask them to write a short paragraph using pronouns and transitional devices appropriately in their notebooks. Give a suitable title to their paragraphs also. Ask them to take out their notebooks and start writing. Encourage them to do their work on their own. Take rounds while they are doing their work. Help them if need it. Ask them to write neatly with the correct spelling. Praise the students who finish their work first to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to tell why do we use transitional devices.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name: A New Beginning

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 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".

Write some difficult words from text on the board and ask them to share their correct meanings. Appreciate them at their correct sentences.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do critical thinking and learn words meanings.

Activity 1:

Take students to Computer class. Ask them to open textbook page 27. Read the statement from Time to think. Ask them to search any moral story from the internet. Then ask them to note down any ten moral values in your notebook. Ask them to adopt these moral values in their daily life.

Activity 2:

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

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random and ask them to use any word in his/her sentence.

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	5		40 min

Worksheet

Name: _____

Date: _____

Write sentences of given words.

thrilled

petty

cautiously

anger

regretful

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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

Unit Name: A New Beginning **Topic: Expressions** **Date:** _____

Objective(s):

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

Use appropriate expressions in conversation to:

- Request and respond to requests
- Give and respond to simple instructions and directions.

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 how do they usually request and respond to request. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn expressions. Tell them that we should use polite expressions while requesting or responding to request. Here are some examples of how to make a request.

Can you Will you Could you possibly	open the door for me, please?
would you mind	opening the door for me ?

Tell them that we should give and respond to simple instructions and directions. Ask students to open textbook at page 27. Read the given statement. Ask them to read given expressions of making requests and responding to requests. Then ask them to read given expressions of instructions and directions. Ask them to learn these expressions.

Activity 1:

Engage students in an activity by giving them real life situations. Get them into pairs and ask them to use given topics for dialogues.

- You want to go play with a friend; how do you ask permission?
- Your friend has a book you want to borrow, how do ask them to borrow their book?

Activity 2:

Draw two columns on the board. Write a heading 'Making Requests' at the top of one column. Write the heading 'Responding to Requests' at the top of other column.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Ask students to copy the table in their notebooks. Ask them to match requests with the appropriate response.

Activity 3:

Put desks at different places in the classroom. Make each desk a different place, as; shop, house, school, etc. Blindfold one student. The blindfolded student must not see the class arrangement. Ask the other students to give directions by using correct expressions to him/her to reach a place. You can make it more interesting by adding places. As; Go to the school then go to the shop and then go to the house. The rest of the class can give instructions to the blindfolded student. You can also do this activity as a competition with the class divided into two groups. The group which reaches the house first will be the winner.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Give students five to seven sentences. Ask them to identify whether each sentence is a request or an instruction.

Homework:

(2 mins)

Converse with your brother, sister or any other family member using appropriate expressions to: as;

Request and respond to requests.

Give and response to simple instructions and directions

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	5		40 min

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

Unit Name: A New Beginning **Topic: Nouns** **Date:** _____

Objective(s):

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

- Recognise nouns with no change in number.

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".

Have students sit in circle and ask them to share some examples of singular and their plural nouns.

Main Activities/Concept Building: (25 mins)

Tell students that today they are 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 28. Then read statement (i) from Grammar section. Ask them to read given sentences. Ask them to notice how the nouns used as singular and plural. Ask them to learn them.

Activity 2:

Read statement (ii) from Grammar section. Ask them to rewrite sentences. Guide them in using these nouns correctly. Help them if need be. The correct answers are:

- The deer are grazing in the field.
- There are fish in the pond.
- There are grapefruit in the basket.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask him/her to share examples of nouns with no change with their sentences.

Homework: (2 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Ask students to complete given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Practice using these nouns by writing one sentence using each noun below as a singular noun, and one sentence using each as a plural noun.

Example: deer 1. Bob went hunting and saw six deer.

2. My brother and I fed the deer when it came into our yard.

Moose: 1. _____

2. _____

Aircraft: 1. _____

2. _____

Sheep: 1. _____

2. _____

Series: 1. _____

2. _____

Trout: 1. _____

2. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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

Unit Name: A New Beginning **Topic: Action verbs** **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 academic subjects in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 some action words and their sentences. Then ask them to write them on the board and circle the action word.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn action words. Tell them that an action word describes an action such as talk, think, eat and drink. Encourage students to share some action words.

Activity 1:

Ask students to open textbook at page 29. Read the statement (iii). Ask them to read the given text and notice the use of action words.

Activity 2:

Read the statement (iv). Ask them to look at the given picture carefully and write some sentences about it by using some action words. Check their work side by side and help them if need be.

Activity 3:

Ask them to search any five action words in the text and use them in their own sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random and ask them to share any action word.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Reason/Comments:

Worksheet

Name: _____

Date: _____

Look at the picture carefully. Write a short paragraph on it. Then circle the action words.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Term: 1 Periodic Unit: 2 Week: 1 Lesson Plan: 5
Unit Name: A New Beginning Topic: Classifying Items 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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 stationary items and classroom things on the board. call students ta random and ask them to circle only stationary things.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to classify things. When objects are classified, they are simply put into a group with other similar objects. It makes our work easier.

Activity 1:

Ask students to open textbook at page 29. Read the statement (i) from Writing section. Ask them to make a list of necessary items.

The correct answers are: banana, apple, sugar, custard, jelly, pineapple, cream, milk, cake

Activity 2:

Ask them to note down any recipe of fruit trifle by using the internet or with the help of your parents.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call a student at random and him/her to share a list of his/her favourite cartoons.

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	5		40 min

Worksheet

Name: _____

Date: _____

Classify the given objects and write their names in their correct columns.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 do they ever fight or argue with their siblings or friends. 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 page at 29. Then read statement from Creative Writing. Ask them to write a paragraph on an incident when they had any argument with their friend or sibling. 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 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	5		40 min

Name: _____

Date: _____

Here is a list of some values that are important to people. Add your own if you wish and answer the questions below:



Good Grades

Helping Others

Travel and Adventure

Strong Friendships

Being Popular

Security

Being a Good Athlete

Having Lots of Money

(other)

Being Artistic

Honesty/Trustworthiness

(other)

Strong Family Ties

Having Fun

❶ Which values are most important to you: _____

❷ Why are these values important to you? _____

❸ Compare your values with a friends and indicate why they're the same or different:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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

Unit Name: A New Beginning **Topic: Review 1** **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 30-31

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

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 30. Then read statement (i) from Oral communication section. Have them recall the concept of silent letters. Ask them to write three words starting with each silent letter. Guide them in writing words. Help them if need be. The correct answers are:

E= fine, rate d= hedge, edge g= assign, gnaw t=often, listen,

Activity 2:

Ask students to complete activity (ii) from Oral communication. Ask them to circle the words with long vowel sounds and underline the words with short vowel sounds. The correct answers are:

long vowel sound: weight, pan, keep, likes, take, road, mute

short vowel sound: bed, clean, sit, volume

Activity 3:

Ask students to complete activity (iii) from Oral communication. Ask them to tick the words with vowel sounds. The correct answers are: are, is, out, and, ongoing, air, earth

Activity 4:

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

Activity 4:

Ask students to complete activity (i) from Reading and critical thinking section. Ask them to underline the words with digraphs, trigraphs and silent letters. The correct answers are:

Digraphs: whale, chain, shell, fish trigraphs=beach silent letters=Wednesday, bought

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Assessment: (5 mins)

Ask some questions from different revised concepts and ask them to share their correct answers. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to complete activity (ii) and (iii).

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	5		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 1**
Unit Name: Review 1 **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 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".

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 31. Then read statement (i) from Aspects of Language section. Ask them to share naming words, action words and describing words by looking at the given picture. Help them if need be. The correct answers are:

Naming words: boy, duck action words: walk, swim describing words: yellow, naughty

Activity 2:

Ask them to read statement (ii) from Aspects of Language section. Ask them to write a poem by using given words. Guide them in writing a poem.

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: There are two cats on the tree. I have five oranges.

Uncountable nouns: There is some milk in the bottle. Do you have salt?

Collective nouns: He gave me a bouquet of flowers. They bought a bunch of grapes.

Activity 4:

Ask them to read statement (iv) from Aspects of Language section. Ask them to read the given paragraph carefully. Help them in completing the activity. The correct answers are: an, a, a , an, the , the

Activity 5:

Ask them to read statement (v) from Aspects of Language section. Ask them to write correct degrees of adjectives. Big-bigger-biggest, tall-taller-tallest, wise-wiser-wisest, strong-stronger-strongest, high-higher-highest

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students to share some examples of adjectives, countable, uncountable, collective 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	5		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 2**
Unit Name: A Memorable Day at the Farmhouse **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 of a text from topic/ pictures, title/ headings etc., by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to make simple inferences using context of the text and prior knowledge.
- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 33-34, 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 visit any farm or farmhouse. Ask them to share their experience. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 4 'A Memorable Day at the Farmhouse'. Ask them to open the textbooks at page 33. Read the title of unit aloud. Ask them to look at the given pictures carefully. Ask them to tell names of animals shown in pictures. Ask them to share have they ever recorded a memory in their diary. Ask them to share their experience.

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 diary entry. Ask them to tell did Fatima write her personal diary. Share why do we like to write or record events in a personal diary. Share more information about farmhouses. Ask them to tell which things or food do we usually get from farmhouses.

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	5		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 pictures in the given columns.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

 Farm Foods Cut and sort 	
 Food that grows on a farm	 Food that does not grow on a farm

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 3**
Unit Name: A Memorable Day at the Farmhouse **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 34-35, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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

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 read remaining text of unit 4 'A Memorable Day at the Farmhouse'. Ask them to open the textbooks at page 34-35. Ask them to look at the given pictures carefully. Tell students about importance of diary writing. Ask them to share do they write diary writing. Describe the theme of text. Tell them that they the text they are reading is a diary entry. Ask them to tell did Fatima write her personal diary. Share why do we like to write or record events in a personal diary.

Activity 1:

Model the text with correct pronunciation and intonation. Ask them to read the diary page aloud. Ask different questions to access their level of understanding. Relate the lesson to students' own personal experiences and their surroundings. Help and encourage students to read the text. Also share meanings of difficult words for their better understanding. Share more information about farmhouses. Ask them to tell which things or food do we usually get from farmhouses.

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)

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

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	5		40 min

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

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 36

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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. Encourage them to share more examples.

Activity 1:

Ask students to open textbook at page 33. Read the statement (i) from Phonics section. Ask them to read given sentences of diphthongs 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.

Activity 3:

Divide the class into small groups having five or six students. Give each group their notebook and ask them to write words that have 'ow' and 'oy' sound in it (Answer: bow, now, how, wow, boy, toy, joy).

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 diphthongs.

Homework: (2 mins)

Ask students to make list of ten words with diphthongs,

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	5		40 min

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

Unit Name: A Memorable Day at the Farmhouse Topic: Listening/speaking/Question/answers

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Date: _____

Objective(s):

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

- Use appropriate expressions in conversation to: Request and respond to requests
- Use critical thinking to respond to the text (**post reading**): Applying world knowledge and own opinion to the text read

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 36

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 request to their parents when they want to go anywhere. Ask some questions from unit. Note their responses

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to request and do question answers.

Activity 1:

Tell them that we use polite words while requesting and responding to request. Ask students to open textbook at page 36. Read the given statement from listening and speaking practice. Ask them to read the given dialogue and notice the use of expressions of requests. Get students into pairs and ask them to practice the given dialogue.

Activity 2:

Ask them to open the textbooks at page 36. 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:

- Fatima went to her grandfather's farmhouse.
- A personal diary is a written record of personal experience, thought and feelings. We can keep record of persons we meet and keep our memories record.
- Fatima picked radishes, potatoes and tomatoes at the farmhouse.

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)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Ask students to learn the question answers of unit.

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	5		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 6**
Unit Name: A Memorable Day at the Farmhouse **Topic: Mind map** **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,

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".

Have students sit in a circle. Ask them to share which famous places they had visited with their family. Ask them to share their experience. Note their responses.

Main Activities/Concept Building: (25 mins)

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

Activity 1:

Ask them to open textbook page 37. 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:

Read the statement (iii) from Comprehension section. Ask students to given mind map by adding the underlined information. Guide them in completing the activity.

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 place to visit. 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 given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

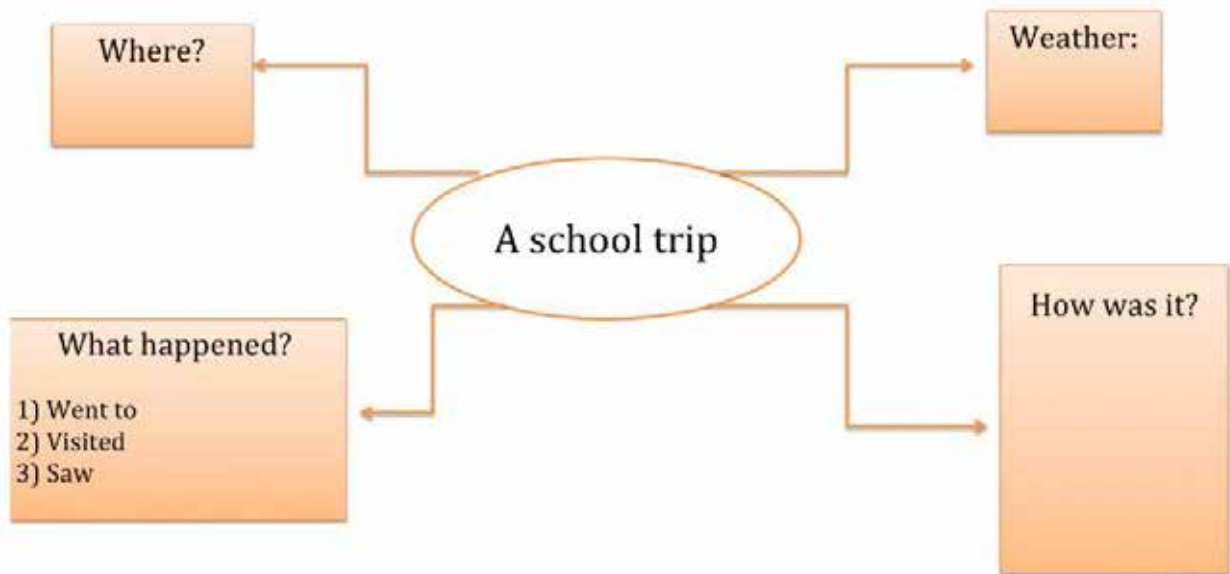
Reason/Comments:

Worksheet

Name: _____

Date: _____

Complete the given mind map and write a paragraph with its help.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 7

Unit Name: A Memorable Day at the Farmhouse

Topic: Gapped summary/critical thinking

Date: _____

Objective(s):

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

- Follow a process of procedure to provide the missing information in a gapped summary.
- Reading and critical thinking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook pages 37

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 names of some animals. Ask them to share which things do we get from different animals. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about gapped summary and do activity of critical thinking.

Activity 1:

Tell them about gapped summary. Read the statement (iv) 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: orchard, mangoes, grab, stable, beautiful, friendly

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call some students at random and ask them to recall what is gapped summary.

Homework:

(2 mins)

Ask students to complete the given activity of critical thinking textbook page 37.

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	5		40 min

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

Unit Name: A Memorable Day at the Farmhouse **Topic:** **Date:** _____

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Make anagrams from simple two/three syllable words.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 38

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Activity 1:

Ask students to open textbook page at 38. 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 1:

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 (ii) from Vocabulary section. Ask them to read and learn the given anagrams. Read the statement (iii) from Vocabulary section textbook page 25. Ask them to make anagrams from given words. The correct answers are: silent, lead, fired, tops, race, state

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to use words in their own sentences.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		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: _____

Write sentences of given words.

exclaim

motivate

stable

peck

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

grab

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Unit Name: A Memorable Day at the Farmhouse

Topic: Listening/Speaking

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 38-39

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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, lady, 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 are used for men, boy and male animals. A feminine noun used for women, girls and female animals. 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 38s. Then read statement (i) from Grammar section. Then ask them to read the given story. Then ask them to answer the given questions.

The correct answers are:

Masculine nouns: boy, father, son

Masculine animals: rooster, gander

Sweets: neuter

Feminine nouns: mother, sister, waitress

Neuter noun: food, table, bag, pond

feminine nouns: hen, geese

chocolate: neuter

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		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 given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Write five gender nouns in their columns and also paste their pictures.

Masculine	Feminine	Neuter

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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Term: 1 **Periodic Unit: 2** **Week:3** **Lesson Plan: 3**
Unit Name: A New Beginning **Topic: SVO sentences** **Date:**

Objective(s):

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

- Practise and use simple SVO pattern sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 39, 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 write some sentences on board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn SVO pattern sentences. Tell students that a simple sentence has a subject, a verb and an object. Tell them that subject is somebody or something that performs an action. Verb tells us about an action. Indirect object for whom the action is performed. Direct object is whoever or whatever receives an action. Write some sentences on board for their better understanding. Encourage them to come up with more sentence by using direct objects.

Activity 1:

Ask students to open textbook page at 39. Then read statement (iii) from Aspects of Language section. Ask them to read the given sentences and note their structure. Look how we can make sentences with direct objects.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Assessment: (5 mins)

Ask students to share some sentences by using direct object.

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: _____

Identify the subject, verb and object in the given sentences.

1. She holds a flower bouquet.
2. He kicked a ball.
3. The monkey eats an apple.
4. They played a cat.
5. Ahmad finishes his homework.

Subject	Verb	Object
She	holds	a flower bouquet

Arrange the given words to make correct sentences.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

- French / I / speak →
- hates / pigeons / he →
- they / song / a / sing →
- sell / flowers / we →
- you / see / me / can →

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**
Unit Name: A Memorable Day at the Farmhouse **Topic: SVO sentences** **Date:**

Objective(s):

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

- Practise and use simple SVO pattern sentences.

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 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 recall SVO pattern sentences. Tell students that a simple sentence has a subject, a verb and an object. Tell them that subject is somebody or something that performs an action. Verb tells us about an action. Indirect object for whom the action is performed. Direct object is whoever or whatever receives an action. Write some sentences on board for their better understanding. Encourage them to come up with more sentence by using direct objects.

Activity 1:

Ask students to open textbook page at 40. Then read statement (ii) from Aspects of Language section. Ask them to read the given sentences with indirect objects and note their structure. Look how we can make sentences with direct objects.

Activity 2:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Read the statement (iii) from textbook page 40. Ask students to write sentences by using direct and indirect objects. Guide them in making correct sentences.

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 by using indirect objects.

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: _____

Underline the direct object, and circle the indirect object.

- The company has sent me an email.
- Grandma will cook my friends a delicious meal.
- I read the old man an article from the newspaper.
- Did Atiq bring you the new book?
- Mom left Sara two oranges.

Write two sentences with direct and indirect objects.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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

Unit Name: A Memorable Day at the Farmhouse **Topic: Capitalization** **Date:** _____

Objective(s):

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

- Use capitalization according to the rules learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 40, worksheet, poster

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some sentences without capital letters on the board and ask students to circle the words which needs capitalization. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall rules of capitalization. Share rules of capitalization by using poster. Write some examples on board for their better understanding.

Activity 1:

Ask students to open textbook at page 40. Read the statement (iv) from Aspects of Language section. Ask them to read the given sentences and rewrite them by adding correct capital letters in their notebooks. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call some students at random and ask them to recall rules of capitalization.

Homework: (2 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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	5		40 min

Poster



Worksheet

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Name: _____

Date: _____

Rewrite the sentences correctly.

1. I went to france last year.

2. john and amy traveled across europe last year.

3. alaska is especially beautiful in the summer.

4. Mr. scott gave us a lot of homework.

5. karen moved from england to the US last year.

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Unit Name: A Memorable Day at the Farmhouse Topic: Descriptive writing. Date: _____

Objective(s):

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

- Analyse descriptive paragraph to note differences.
- Use appropriate vocabulary and tense to write a simple paragraph by Giving physical description and character traits/ characteristics of a person/object/place, moving from general to specific

Resource Material:

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

Have students sit in a circle. Ask them to describe any of their favorite personalities. Note their responses.

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 40. Then read statement (i) from Writing section. Ask them to read the given statements and complete the given information.

Activity 2:

Read statement (ii) Writing section. Then ask them to write a descriptive paragraph by using above information. Help them by writing some vocabulary words.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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	5		40 min

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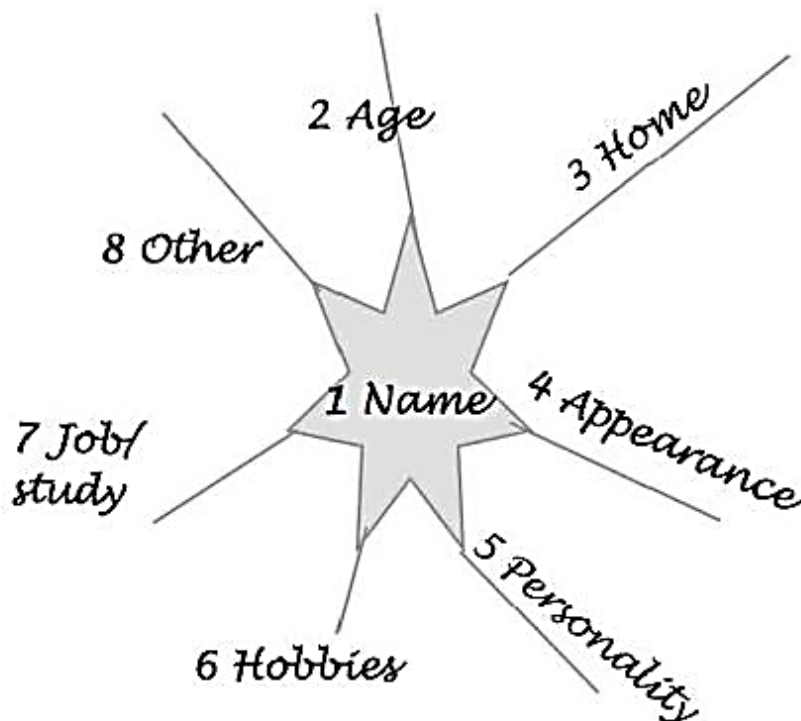
Worksheet

Name: _____

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Think about someone you know well and brainstorm as much information as you can about him or her.



Directions: Use the information you brainstormed above and write a paragraph.

Term: 1 Periodic Unit: 2 Week: 3 Lesson Plan: 7
Unit Name: A Memorable Day at the Farmhouse Topic: Creative Writing Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Objective(s):

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

- Creative Writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 40

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 40. 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 learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Unit Name: Pakistan and its Culture

Topic: Reading

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 41-42, 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".

Have students sit in circle and ask them to discuss some cultural festivals of Pakistan.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read unit 5 'Pakistan and its culture'. Ask them to open the textbooks at page 41. Read the title of unit aloud. Ask them to look at the given pictures carefully. Ask them to fill in the given mind map according to the area they live in. Ask them to share names of some cultural groups of Pakistan. Ask them to tell names of some festivals they celebrate.

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 an informative text. Explain theme of text to them. Tell them Pakistan is our dear homeland. We should respect our cultural differences. Ask them to share meanings of hustle and bustle.

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)

Ask students to read some sentences from text.

Homework:

(2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Paste pictures of different cultures of Pakistan.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**
Unit Name: Pakistan and its Culture **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 43-44

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

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

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read remaining unit 5 'Pakistan and its culture'. Ask them to open the textbooks at pages 43-44. Ask them to look at the given pictures carefully. Ask them to fill in the given mind map according to the area they live in. Ask them to share names of some cultural groups of Pakistan. Ask them to tell names of some festivals they celebrate.

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 an informative text. Explain theme of text to them. Tell them Pakistan is our dear homeland. We should respect our cultural differences.

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 students at random and ask them to read some sentences aloud.

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	5		40 min

Worksheet

Name: _____

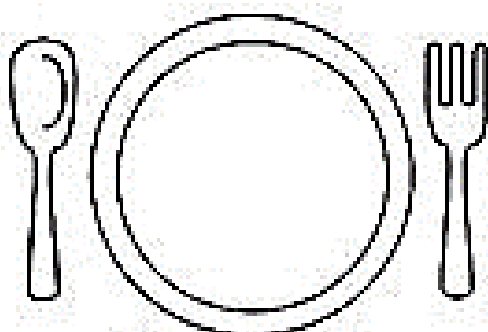
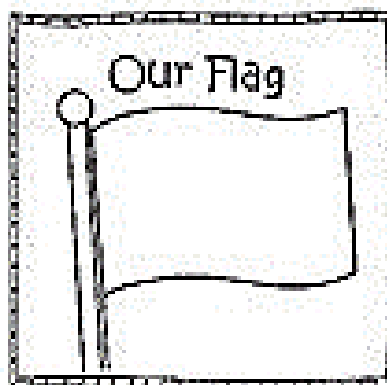
Date: _____

My Culture

My family is from: _____

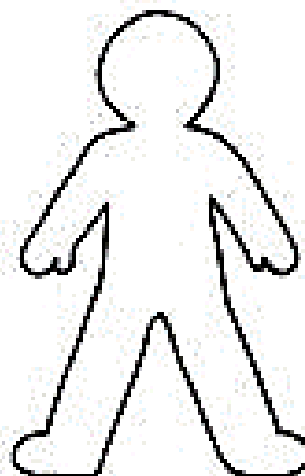


Language(s) spoken



National dish

Name of dish:



Traditional Clothing

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 3**
Unit Name: Pakistan and its Culture **Topic: Consonant clusters** **Date:**

Objective(s):

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

- Pronounce and practice with reasonable accuracy, common three-consonant clusters in initial position.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 45

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 45. Read the statement (i) from Phonics section. Ask them to read given consonant clusters and their sentences with correct pronunciation.

Activity 2:

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

Str= stream, street, stray

Scr= scream, scratch, scroll

Spl= split. Spleen, splice

Thr= thrice, three, thrust

Spr= spring, spray, spring

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share some words with consonant clusters.

Homework: (2 mins)

Ask students to complete given worksheet.

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

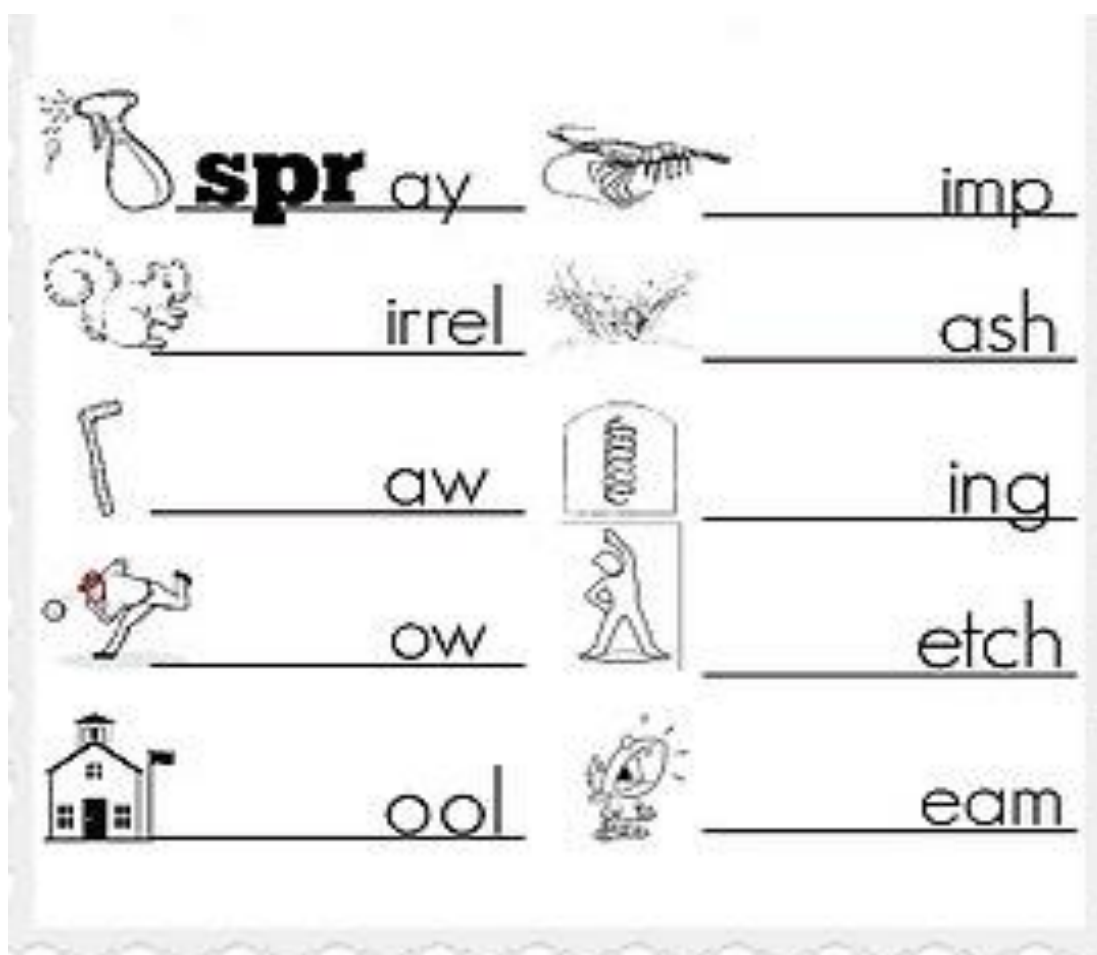
Worksheet

Name: _____

Date: _____

Write correct consonant cluster in the given blanks.

sch- scr- shr- spl- spr- str- thr- squ-



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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

Unit Name: Pakistan and its Culture **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: Give and respond to simple instructions and directions.
- Use critical thinking to respond to the text (post reading): Relate their feelings and experiences to what is read.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 how do they usually give and respond to instructions. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn how to give and responds to instructions and do question answers. Tell them that we use polite words while giving or responding to instructions and directions.

Activity 1:

Ask students to open textbook at page 45. Read the given statement from listening and speaking practice. Ask them to read the given dialogue and notice the use of expressions of instructions and directions.

Activity 2:

Read the given statement from Comprehension Time from textbook page 46. 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:

- Maryam was excited as she was going to attend the cultural exhibition with her parents.
- The cultural exhibition was being held at Azaadi Chowk, Lahore.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

- The special features of Sindhi stall were Sindhi Ajrak, Sindhi cap, monuments of mausoleum of Quaid-e-Azam, the shrine of Sachal Sarmast, Makki hills, Sukkar Barrage and Habib Bank Plaza. Seyal pulao, Sindhi Biryani and Nihari are some special foods presented at the stall.
- The models of Swat valley, Lake Saif-ul-Maluk, and Kumarat valley were placed at the Khyber Pakhtunkhwa stall.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Get students into pairs and ask them to give some directions or instructions to each other about using how to use computer.

Homework: (2 mins)

Ask students to learn the given question answers.

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	5		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**
Unit Name: Pakistan and its Culture **Topic: Pie chart** **Date:** _____

Objective(s):

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

- Read to compare in information given in a pie chart.

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".

Ask students to think of graphs that they have seen in the real world. For what purposes were they used? Have students hunt for examples in books, in magazines, on the Internet, in newspapers, and in business documents. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about pie graphs. Tell students that a pie chart is a type of graph in which a circle is divided into sections, each representing a proportion of the whole. Tell them a pie chart is also called as circle graph. Show them some graphs from different books.

Activity 1:

Ask students to open textbook at page 46. Read the statement (ii) from Comprehension section. Ask them to look at the given pie chart. Then ask them to answer the given questions. The correct answers are:

- 29% percent students like biryani.
- 22% percent students like sajji.
- 49% percent students like other food.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask some students to share what pie chart is.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

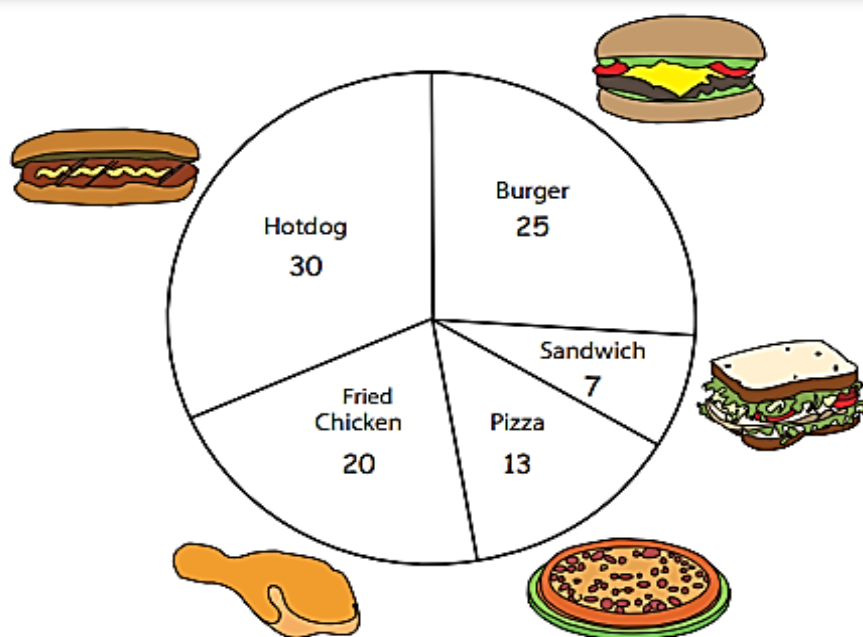
Worksheet

Name: _____

Date: _____

Look at the given pie graph and answer the following questions.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min



- Which is the most favorite among the customers? _____
- How many customers like fried chicken? _____
- Which is the least favorite food? _____
- How many customers voted for burger as their favorite? _____
- How many customers participated in the survey? _____

A
G

Term: 1 Periodic Unit: 2 Week: 1 Lesson Plan: 6
Unit Name: Pakistan and its Culture Topic: Bar graph Date: _____

Objective(s):

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

- Read to compare in information given in a bar graph

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 47

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 to learn about bar graph.

Tell Take a quick poll from students on what their favorite season is. Use tally marks, and record results on the board. Explain to the students that data are facts or statistics that are collected to help us learn more about something. A bar graph is a visual display of bars that compares quantities or numbers.

Activity 1:

Ask students to open textbook at page 47. Read the statement (iii) from Comprehension section. Ask them to look at the given bar graph. Then ask them to answer the given questions. The correct answers are:

- The greatest number of athletes are from Punjab.
- 30 athletes are from Sindh.
- The same number of athletes are from Gilgit-Baltistan and Khyber Pakhtunkhwa.
- Total 130 athletes participated in the inter-province competition.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask some students to share what bar graph is.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

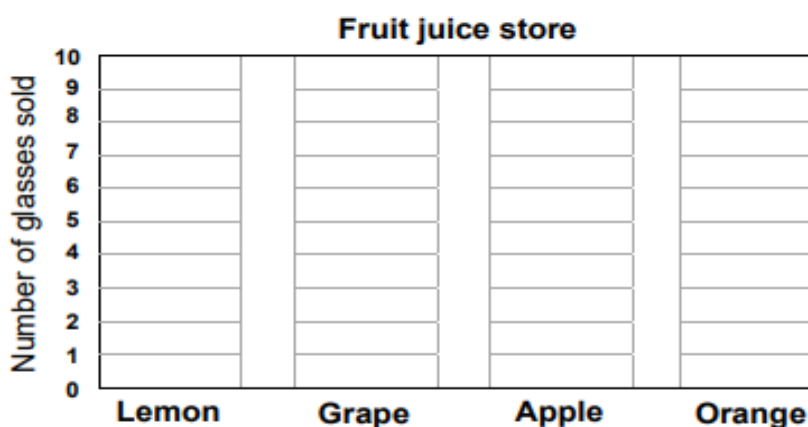
Name: _____

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

A fruit juice store recorded the number of glasses sold.
Create a bar graph and answer the questions.

Fruit juice	Lemon	Grape	Apple	Orange
Number of glasses sold	 7	 10	 9	 8



1. What juice sold the most? _____
2. What juice sold the least? _____
3. How many glasses of apple juice were sold? _____
4. How many more glasses of grapes juice were sold than lemon juice? _____
5. How many glasses of orange and apple juice together were sold? _____
6. How many glasses were sold in all? _____

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

Unit Name: Pakistan and its Culture **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.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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".

Write some difficult words from text on the board. Ask students at random 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 and meanings.

Activity 1:

Ask them to open the textbooks at page 48. 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)

Ask students to share meanings of some words.

Homework: (2 mins)

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

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

Unit Name: Pakistan and its Culture Topic: Synonyms/antonyms Date:

Objective(s):

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

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 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 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 48. 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:

Words	Synonyms	Antonyms
diverse	different	like
unity	harmony	division
organize	establish	break
known	famous	unknown

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:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Match the words below, linking the word on the left to its synonym and antonym – one has been done for you.

WORD	SYNONYM	ANTONYM
special	diminutive	ordinary
generous	sincere	large
on time	beautiful	deceptive
angry	develop	stingy
small	different	regress
honest	punctual	ugly
pretty	giving	late
improve	upset	pleased

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

Unit Name: Pakistan and its Culture Topic: Common/proper nouns Date: _____

Objective(s):

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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 pages 49

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Encourage them to say, "Alhamdulillah".

Write some nouns on board and ask some students at random to tell whether they are common or proper nouns. 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 a name of a common person, place or a thing. It does not begin with a capital letter. A proper noun is a name of a specific person, place or a thing. They begin with a capital letter.

Activity 1:

Ask them to open textbook page 49. Read the statement (i) from Grammar section. Ask them to read the given words with common and proper nouns.

Activity 2:

Read the statement (ii) from Grammar section. Ask them to use the given proper and common nouns.

Sum Up: (3 mins)

Ask students to revise and learn the concept.

Assessment: (5 mins)

Call students at random and ask them to share some examples of common and proper nouns.

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	5		40 min

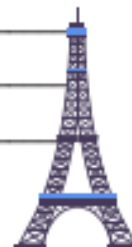
Name: _____

Date: _____

A. COMMON VS. PROPER NOUNS

Instructions: Read each word in the first column of each chart below. Decide if the word is a common noun or a proper noun. Put an "X" in the correct column.

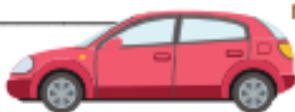
	Common Noun?	Proper Noun?		Common Noun?	Proper Noun?
dog	_____	_____	vacation	_____	_____
banana	_____	_____	Grandma	_____	_____
Harding School	_____	_____	telephone	_____	_____
tree	_____	_____	book	_____	_____
Melissa	_____	_____	Paris	_____	_____



B. PROPER NOUNS

Instructions: Review each common noun and write a proper noun to go with it.

Common Noun	Proper Noun	Common Noun	Proper Noun
city	_____	cat	_____
man	_____	book	_____
state	_____	teacher	_____
car	_____	school	_____
boy	_____	movie	_____



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**
Unit Name: Pakistan and its Culture **Topic: Gender Nouns** **Date:**

Objective(s):

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

- Recognize and identify the common gender used for both male and female

Resource Material:

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

Have students sit in circle and ask them to share some examples of gender nouns.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn common gender nouns. Tell them that there are some nouns that are used for genders. Share some examples of common gender nouns. Appreciate them to share some examples from their surroundings.

Activity 1:

Ask students to open textbook page at 49. Then read statement (iii) from Aspects of Language section. Ask them to read given sentences of common gender nouns.

Sum Up: (3 mins)

Ask students to revise and learn the concept.

Assessment: (5 mins)

Ask students to share some examples of common gender nouns with their sentences.

Homework: (2 mins)

Ask students to complete activities (iv) from Aspects of Language 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	5		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 4

Unit Name: Pakistan and its Culture

Topic: Punctuation

Date:

Objective(s):

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

- Recall the rules of punctuation learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50, 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 the students to point to the right punctuation mark following these hints:

- If I am very excited, which one will show my feeling (!), (?).
- If I want to know something which one will I use (?), (;).
- What will I put at the end of a sentence? (.), (-).
- Which one shows a short pause in the middle of a sentence (,), (.)?

Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to do activity of punctuation. Have them recall the rules of punctuation.

Activity 1:

Divide the class into pairs. Ask them to find out any two sentences from their English textbook with the following punctuation marks.

Full stop (.)

Exclamation Mark (!)

Question Mark (?)

Apostrophe (')

Ask them to discuss their meanings with their partner. Each pair will write the sentences in the notebooks. After that, ask different pairs to read their sentences for the whole class.

Activity 2:

Ask students to open textbook page at 50. Then read statement (v) from Aspects of Language section. Ask them to rewrite the given text by adding correct capitalization and punctuation. Check their work side by side and 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 rules of punctuation.

Homework:

(2 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Add correct punctuation marks in the given sentences.

Where is Mom

I am hungry

Can I go home now

What time is lunch

Let's eat

That was a nice meal

I'm sleepy

That's crazy

It's nap time

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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

Unit Name: Pakistan and its Culture **Topic: Writing guided paragraph** **Date:** _____

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
- Select and use some strategies e.g. brainstorming, mind mapping or making outlines, etc. to gather and organise ideas for their own writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share which is their favourite food 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 50. Read the statement (i) from Writing section. Ask them to fill in the given mind map about cultural foods of Pakistan. Write some vocabulary words on board for their help. Guide them if need be.

Activity 2:

Ask them to write a paragraph by using the information of mind map. Check their work side by side. Ask them to review their work.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them to share some sentences about some of cultural foods of their locality.

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	5		40 min

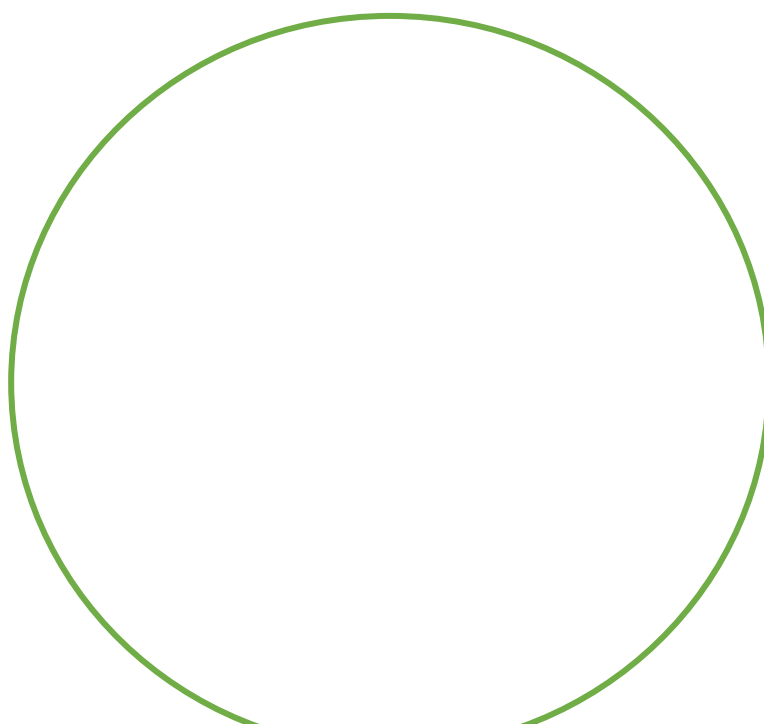
Worksheet

Name: _____

Date: _____

Which types of food grown in Pakistan. Write a short paragraph on it.

Draw a special meal eaten in Pakistan.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 6

Unit Name: : Pakistan and its Culture

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 50, 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 names of some cultural festivals. Ask them to discuss how do they celebrate different cultural festivals.

Main Activities/Concept Building:

(25 mins)

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

Activity 1:

Ask students to open textbook at page 50. Read the given statement. Ask them to write a paragraph about how do they celebrate festival held in their school. 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	5		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Islam — Ramadan

Eid-ul-Fitr

Ramadan ends with the festival of Eid-ul-Fitr. This is a time for family and friends to celebrate together. How do you celebrate?

Write a description of a festival or special day which you remember. Try to use your five senses: what did you see, hear, smell, taste and feel?

Use these boxes to help you plan your ideas. Then jot down a strong opening sentence and ending for your writing.

I saw...

I heard...

I smelled...

I tasted...

I felt...

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

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

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

Objective(s):

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

- Revise the concepts

Resource Material:

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

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	5		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

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

Unit Name: The Swing **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 of a text from topic/pictures, title/headings etc., by using prior knowledge.
- Recite poems with actions.
- Read aloud for accurate reproduction of sounds in individual words and connected speech
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 51-52, 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 visit any playground and take swings. Ask them to tell names of different things of the playground. Ask them to share their experience. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell them that they are going to read unit 6 'The Swing'. Ask them to open the textbooks at page 51. Read the title of unit aloud. Ask them to look at the given pictures carefully. Ask them to look at the given picture.

And tell names of different things shown in the picture. Ask them to share do they like to ride a swing? Why? Ask them to discuss are outdoor activities important for health? Discuss why?

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. The pleasantest thing a child can do is going up in the air by swinging. Explain them that the poet has beautifully described how a child enjoys a ride in a swing. It is the most pleasant and joyful thing a child does by swinging up in the air so high.

Activity 2:

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

Sum Up: (3 mins)

Ask students to read the poem and learn it.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Assessment: (5 mins)

Call students at random and ask him/her to read some lines from poem.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

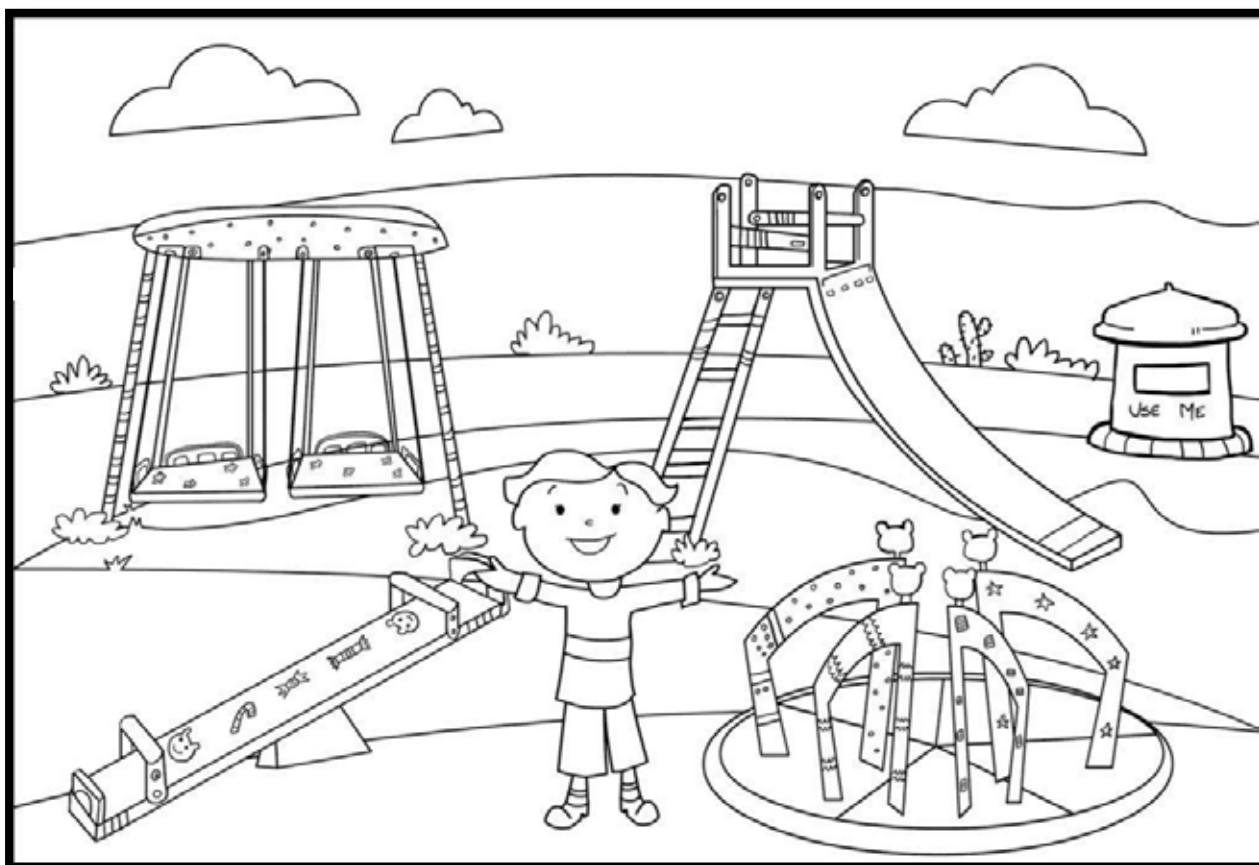
Reason/Comments:

Worksheet

Name: _____

Date: _____

Colour the picture and write names of swings you can find in it.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Unit Name: The Swing

Topic: Consonant clusters

Date:

Objective(s):

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

- Pronounce and practice with reasonable accuracy, common three-consonant clusters in final position.

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".

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 in final positions. 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 53. Read the statement (i) from Phonics section. Ask them to read given words with correct pronunciation.

Activity 2:

Read the statement (ii) from Phonics section. Ask them to write two more words with each given consonant cluster.

The correct answers are:

-fts: shifts. Crafts, thefts

-lps: scalps, sculps, whelps

-mps: lumps, poms, stamps

Sum Up:

(3 mins)

Ask students to revise and learn the concept.

Assessment:

(5 mins)

Write some words on the board and ask students to underline consonant clusters from these words.

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	5		40 min

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Unit Name: The Swing

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 interactions in group to:

- Express joy, sadness and anger

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".

Have students sit in circle and ask them to share how do they feel when they get any gift from their friends or parents. Then ask them if they lost any valuable thing, how do they usually express their sadness and anger.

Main Activities/Concept Building:

(25 mins)

Tell students that today they will learn how to express joy, sadness and anger.

Activity 1:

Tell them that we use polite words while expressing joy, sadness and anger. Ask students to open textbook at pages 53-54. 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)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Write some situations on the board. Call students at random and ask him/her to choose any situation. Then ask him/her to express his/her emotions according to that situation.

Homework:

(2 mins)

Ask students to learn these expressions.

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	5		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: The Swing

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):

- Applying world knowledge and own opinion to the text read
- Relate their feelings and experiences to what is read.

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".

Have students sit in circle and ask some questions about the poem to recall it.

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 54. 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 most pleasant thing a child can do, according to the poet is to take and enjoy the swings.
- The poet can see rivers, trees, cattle, green garden, brown roof from the swing.
- The child feels that going up in the swing is the pleasantest thing a child can ever do.
- I like to play hide and seek with my friends, it is my favourite activity and it gives my joy.

Sum Up:

(3 mins)

Ask students to revise and learn the answers.

Assessment:

(5 mins)

Call students at random and ask them to share their answers.

Homework:

(2 mins)

Ask students to learn the question answers of unit.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		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	5		40 min

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: The Swing

Topic: Affixes

Date:

Objective(s):

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

- Recognise specific parts of words including affixes.

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".

Write the word REHEATED on the board. Tell students: If you look at this word carefully, you might notice that it has smaller words hidden inside. Underline the root word HEAT and explain that this is the root word and, even though it is part of the word REHEATED, it can also stand alone.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn affixes. Tell them that an affix is added to base words. It changes the meaning of a word. Prefixes and suffixes are two types of affixes. A prefix is added to the beginning of a base word and a suffix is added to the end of a word to make a new word.

Activity 1:

Ask students to open textbook page at 54. Then read statement (i) from Comprehension section. Ask them to read the given affixes with their meanings and examples.

Sum Up:

(3 mins)

Ask students to revise and learn the concept.

Assessment:

(5 mins)

Ask students to share some examples of suffixes and prefixes with their words.

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	5		40 min

Worksheet

Name: _____

Date: _____

Write three words that contain these prefixes or suffixes. Then write each word's meaning.

Prefix: non- Meaning: not

#1: _____

#2: _____

#3: _____

Suffix: -rupt Meaning: break, burst

#1: _____

#2: _____

#3: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

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

Unit Name: _The Swing_ **Topic: Affixes** **Date:** _____

Objective(s):

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

- Recognise specific parts of words including affixes.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 55, 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

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn affixes. Recall them that an affix is added to base words. It changes the meaning of a word. Prefixes and suffixes are two types of affixes. A prefix is added to the beginning of a base word and a suffix is added to the end of a word to make a new word.

Activity 1:

Ask students to open textbook page at 55. Then read statement (iii) from Comprehension section. Then ask them to use the given affixes to make new words.

The correct answers are:

- Dishonest,
- Wonderful
- Sadly
- Unhappy
- Disposition

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Write some prefixes and suffixes on the board. then call students at random and ask him/her to make any word by using them. Encourage them at their correct responses.

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	5		40 min

Worksheet

Name: _____

Date: _____

Complete the given words by adding correct suffixes or prefixes.

1. The kids were very ____happy when their soccer game was rained out.
2. Mom had to ____heat the oven before she could bake the cake.
3. I had to ____read the question so I could understand it.
4. The firefighter was fear____ as he ran into the burning house to save the family.
5. We watched the fireworks ____plode in the night sky.
6. We had to ____ware of snakes while we were hiking through the woods.
7. She was the young____ girl in the whole class.

Activate Windows
Go to Settings to activate Windows.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 7**
Unit Name: The Swing **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 55, 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 the poem on the board and ask them to tell meanings of these words. Encourage them at their correct 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 55. Then read the given statement of critical thinking. Ask them to search the internet and read poems on different sports. Guide them in searching. Then ask them to read their favourite poem with correct pronunciation and write it in their notebook. Also write the reason of liking that poem.

Activity 2:

Ask them to read 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)

Ask students to revise and learn the concept.

Assessment: (5 mins)

Ask students to use these words in their own 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	5		40 min

Worksheet

Name: _____

Date: _____

Write sentences of given words.

countryside

flying

wide

pleasant

till

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name: The Swing

Topic: Part of speech

Date:

Objective(s):

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

- Change part of speech of a given text.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 56, 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. Then ask students at random to tell which parts of speech they belong to. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn parts of speech. Tell them that nouns, pronouns, verbs, adjectives, prepositions, etc. are called parts of speech. Ask them to share some examples.

Activity 1:

Ask students to open textbook page at 56. Then read statement (ii) from Vocabulary section. Ask them to read the given parts of speech and their words.

Activity 2:

Ask them to read statement (iii) from Vocabulary section. Ask them to change the following parts of speech by adding the given suffixes. Also ask them to mention the parts of speech. Help them if need be. The correct answers are:

Direction: noun

Excitedly: adverb

Manageable: adjective, adverb

Noticeable: adjective, adverb

Creation: noun

Helpful: adjective, adverb

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Write some parts of speech on board and ask students to tell their examples.

Homework:

(2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Reason/Comments:

Worksheet

Name: _____

Date: _____

Use the suffixes in the word bank to convert the adjectives into nouns, then use each in a sentence. See the example is provided.

Suffixes:		-ness, -ity, -ism, -th, -y, -ery, -ty, -ance/-ence, -ment		
Adjective	+ suffix	Noun	Sentence	
ready	+ness	readiness	They questioned my readiness for the test.	
responsible				
beautiful				
scarce				
independent				
friendly				
enjoy				
embarrassed				
probable				
race				
creative				

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week:2

Lesson Plan: 2

Unit Name: The Swing

Topic: Articles

Date:

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 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".

Write some words on the board and ask students to tell which article will be used with these words. Encourage at their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn articles. Tell them that some words have initial consonants which are not pronounced, e.g. 'h' in honest, 'w' in wrap, 'k' in knock. We put the article 'a' or 'an' with those words by focusing on the second letter. Write some examples on the board for their better understanding.

Activity 1:

Ask students to open textbook page at 56. Then read statement (i) of Grammar section. Ask them to complete the given sentences by choosing correct articles. Guide them in completing this activity. Their correct answers are:

- an
- a
- a
- a
- an

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students to share some words with mute consonant letters. Then ask them to tell which article will be used with their word.

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	5		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Unit Name: The Swing

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 57, 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 nouns on the board and ask students to tell which pronouns will be used in place of these nouns. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn pronouns. Tell pronouns are words that are used in place of nouns. Ask students to share examples of pronouns and also share their correct sentences.

Activity 1:

Ask students to open textbook page at 57. Then read statement (ii) of Grammar section. Ask them to choose correct pronouns and fill in the blanks. The correct answers are:

- They
- You
- It
- I
- We
- She

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Write some pronouns on the board and ask students at random to use them in their own sentences.

Homework:

(2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Reason/Comments:

Worksheet

Name: _____

Date: _____

Complete the sentences using pronouns

He	She	You	It	They	We
----	-----	-----	----	------	----

1. Ali has a kitten. _____ has a soft tail.
2. My father is a doctor. _____ works in a hospital.
3. Sara is in the park. _____ is skipping.
4. The students are in the library.
_____ are reading books.
5. My brother and I have toys. _____ play together.
6. I am going to the mall. Are _____ coming with me?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**
Unit Name: The Swing **Topic: Capitalization** **Date:**

Objective(s):

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

- Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 57

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some sentences on the board without capital letters. Call students at random and ask him/her to add correct capitalization. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn some more rules of capitalization. Tell them that the titles of stories and books are proper nouns. They are written in capital letters. Write some examples on the board to reinforce the concept.

Activity 1:

Ask students to open textbook page at 57. Then read statement (iii) from Grammar section. Ask them to read the following titles of books and observe the use of capital letters.

Activity 2:

Ask them to read statement (iv) from Grammar section. Ask them to rewrite the given sentences with correct capitalisation.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students to write names of their favourite stories or books with correct capital letters in their notebooks.

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	5		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: The Swing

Topic: Speech bubbles

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

Resource. Material:

Chalk/Marker, White/Blackboard, textbook page 58, 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 show them some stories with speech bubbles from different magazines or books.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn speech bubbles. Tell them that speech bubble is a round shape next to the head of a character in a cartoon inside which the character's words or thoughts are written.

Activity 1:

Ask students to open textbook page at 58. Then read statement from guided writing section. Ask students to fill in the speech bubbles to complete the given story by looking at the pictures. Guide them in completing speech bubbles. Help them if need be.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students to share their speech bubbles with classmates.

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	5		40 min

Worksheet

Name: _____

Date: _____

Complete the given story by filling the speech bubbles.

Take these cakes to Grandma Red Riding Hood.

You are going to be delicious in my tummy Grandma!

Go away you _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 6

Unit Name: The Swing

Topic: Creative writing

Date:

Objective(s):

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

- Creative Writing.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 58

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and discuss how do they usually spend their time with their friends.

Main Activities/Concept Building:

(25 mins)

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

Activity 1:

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share some sentences about their friends and activities usually they do with them.

Homework:

(2 mins)

Ask students to write a character sketch of any of their friend.

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	5		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: Mother of the Nation

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 of a text from topic/pictures, title/headings etc., by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to identify an opinion in the text (as indicate through these words; think, feel, believe, etc.)
- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 59-60

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 discuss if they have any working woman in their family. ask them to tell their professions.

Main Activities/Concept Building:

(25 mins)

Tell them that they are going to read unit 7 'Mother of the Nation'. Ask them to open the textbooks at page 59. Read the title of unit aloud. Ask them to look at the given pictures carefully.

And tell names of different professions shown in the picture. Ask them to discuss importance of education. Ask them to share their opinions about it.

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 students that hard work always pays off. They can become successful with their skills and education. Explain to them the importance of female education. Ask them to share their thoughts on female education and its importance.

Activity 2:

Arrange a role-play activity in class and ask students to act as their favourite role models.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to read some sentences from text with correct pronunciation.

Homework:

(2 mins)

Ask students to make a list of famous personalities of Pakistan by using internet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: Mother of the Nation Topic: Consonant clusters/listening speaking Date:

Objective(s):

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

- Classify words that begin or end with the same consonant clusters.
- Demonstrate conventions and dynamics of oral interactions in group to:
- Introduce self and others.
- Engage in conversation

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".

Have students sit in circle and ask them to share some examples of consonant clusters.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn consonant clusters and introducing self and others.

Activity 1:

Ask students to open textbook page at 61. Then read statement from Phonics section. Recall the consonant clusters by writing some clusters on the board with their examples. Ask them to read the given words and write them in their correct columns.

Activity 2:

Ask them to read statement of Listening and speaking section. Ask them to read the given dialogue. Get them into pairs. Ask them to introduce themselves to each other.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call a student at random and ask him/her to introduce him/her to 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	5		40 min

Term: 2

Periodic Unit: 1

Week:3

Lesson Plan: 2

Unit Name: Mother of the Nation

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):
- Relate their feelings and experiences to what is read.
- Expressing an understanding of story through role play
- Read silently for comprehension

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".

Have students sit in circle and discuss the text of the lesson. Ask some questions about the text of the lesson.

Do you like the lesson? Discuss why?

Share names of other famous women of Pakistan.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to comprehend question of the lesson.

Activity 1:

Ask students to open textbook page at 62. 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.

The correct answers are:

Fatima Jinnah supported her brother by joining in his struggles for Pakistan. She actively participated in politics alongside her brother.

Fatima Jinnah motivated the students and women to take active part in politics. She became member of Working Committee of the Bombay provincial Muslim league. She also formed the All India Muslim Student Federation.

The people of Pakistan gave the title of "Madar-e- Millat" to Fatima Jinnah to pay respect to her great personality and tireless efforts.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share the answers of questions.

Homework:

(2 mins)

Ask students to learn the classwork.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		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	5		40 min

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

Unit Name: Mother of the Nation **Topic: Inflectional Endings** **Date:** _____

Objective(s):

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

- Recognize specific parts of words including common inflectional endings.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 62, 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 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. Write some inflectional endings on board with their examples to reinforce the concept.

Activity 1:

Ask students to open textbook page at 62. Then read statement (ii) from Comprehension section. Ask them to read the given sentences and notice the use of inflectional endings.

Activity 2:

Ask them to read statement (iii) from Comprehension section. Then ask them to make words with given inflectional endings.

-s: cars, books, helps

-es: benches, does, matches

-ed: walked, tricked, looked

-ing: swimming, sleeping, eating

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to circle the inflectional endings from the text of the lesson.

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	5		40 min

Worksheet

Name: _____

Date: _____

Directions: Add the inflectional ending to each root word. Be sure to look at the pattern and spelling of the root word to determine what changes might be needed.

Root Word	Add -s or -es	Add -ed	Add -ing
wave			
dress			
close			
rip			
cry			
call			
chase			
pass			
bake			
wash			
roll			
talk			
skip			
slap			
lift			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

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

Unit Name: Mother of the Nation **Topic: Compound Words** **Date:**

Objective(s):

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

- Recognize specific parts of words including compound words.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 62, 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 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 (iv) 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 (v) from Comprehension section. Ask them to write ten compound words and also break them down.

The correct answers are:

Sunflower: sun + flower

Rainbow: rain + bow

Goldfish: gold + fish

Cupcake: cup + cake

Butterfly: butter + fly

Timetable: time + table

Workbook: work + book

Eyeball: eye + ball

Sunglasses: sun + glasses

Lipstick: lip + stick

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Homework:

(2 mins)

Ask students

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Directions: Find the 2 words that make each compound word.

1. basketball = _____ + _____

2. doghouse = _____ + _____

3. raindrop = _____ + _____

4. cupcake = _____ + _____

5. paintbrush = _____ + _____

6. popcorn = _____ + _____

7. notebook = _____ + _____

8. sunlight = _____ + _____

9. butterfly = _____ + _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: Mother of the Nation **Topic:** Critical thinking/Word 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 62-63

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle and discuss the importance of female education. What type of problems do usually girls faced?

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do critical thinking and learn words meanings.

Activity 1:

Ask students to open textbook page at 63. 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)

Ask students to share sentences of vocabulary words.

Homework: (2 mins)

Ask students to complete 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	5		40 min

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

Unit Name: Mother of the Nation **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 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 a sentence on the board: "we won one match" Say it in a way that the 'won/one' part becomes more obvious (possible answer: same sounding words: won/one).

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 63. Then read statement (ii) from Vocabulary section. Ask them to read the given homophones and their sentences.

Activity 2:

Ask them to read statement (iii) from Vocabulary section. Ask them to complete the sentences by adding word from given homophones. The correct answers are: aloud, foul, tyre, rose, yolk

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write some homophones on the board. call students at random and ask to use them in their own 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	5		40 min

Worksheet

Name: _____

Date: _____

Directions: Choose the correct homophone for each sentence below.

1. Please do not _____ the paper.	waste waist
2. I got a new _____ of shoes for school.	pear pair
3. I saw the _____ jump through the grass.	hare hair
4. I _____ the answer right away!	new knew
5. We read the fairy _____ in bed.	tail tale
6. First dig a _____, then plant the seed.	whole hole
7. Be sure to tie a _____ in the lace.	knot not
8. We walked _____ the office to peek in.	by buy
9. Can you _____ the owl hooting?	here hear
10. Did you go _____ the store yet?	to too two

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 7**
Unit Name: Mother of the Nation **Topic: Homonyms** **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 homonyms.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 63-64

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".

Write the word "bat" on the board. Lead a discussion about what "bat" means. (Students should identify at least two meanings of the word: the flying animal and a baseball bat, and possibly the verb form "to hit a ball").

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn homonyms. Explain that these types of words are homonyms, which means "same" (homo) and "name" (nym). Homonyms sound and are spelled the same, but they have different meanings. Write examples on the board.

Activity 1:

Ask students to open textbook page at 31. Then read statement (iv)) from Vocabulary section. Ask them to read the given sentences of homonyms. Encourage students to share more examples.

Activity 2:

Ask them to read statement (v)) from Vocabulary section. The correct answers are:

Fair (festival)
Bank (edge)
Right (direction)
Tie (a piece of cloth)

Sum Up: (3 mins)

Ask students to revise and learn the concept.

Assessment: (5 mins)

Ask students to share some more examples of homonyms.

Homework: (2 mins)

Ask students to make a list of ten homonyms 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	5		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Mother of the Nation

Topic: Pronouns

Date:

Objective(s):

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

Use the pronouns as subject and object and for possession.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 64, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share some examples of pronouns with their sentences.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn subject and object pronouns. Tell them that subject pronouns are often the subject of a sentence, 'who' and 'what' the sentence is about. Object pronouns are often the object of the verb 'who' or 'what' was acted upon.

Activity 1:

Ask students to open textbook page at 64. Then read statement (i) of Grammar focus. Ask them to read the sentences of subject and object pronouns. Ask them to notice the use of subject and object pronouns.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Get students into pairs. Ask first student to share an example of subject pronoun with its sentence and ask another student to share any object pronoun with its sentence.

Homework:

(2 mins)

Ask students to complete the 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	5		40 min

Worksheet

Name: _____

Date: _____

she	her	he	him	it	we	us	they	them
-----	-----	----	-----	----	----	----	------	------

- Replace the underlined words with the appropriate pronouns in the box. Use capital letters when necessary.

him

1. I saw Mr. Brown this morning and gave Mr. Brown my homework.
2. John likes computer games but he doesn't play computer games very often.
3. Neil Armstrong was born in 1930. Neil Armstrong landed on the moon in 1969.
4. Penguins don't live near the North Pole. Penguins live near the South Pole.
5. My aunt lives in Toronto but my aunt often comes to visit my family and me.
6. If you have your ticket, you can give your ticket to that man over there.
7. First, my friend and I went shopping. Later, my friend and I went home.
8. Where was Sarah? I didn't see Sarah at the party last week.
9. John is a really nice guy. I like John a lot.
10. The planet Mars has two moons. The two moons are both very small.
11. I really liked the cake. Unfortunately, I didn't have time to finish the cake.
12. Suzy and I paid for the meal but the waiter forgot to bring Suzy and me the food.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: Mother of the Nation

Topic: Pronouns

Date:

Objective(s):

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

Use the pronouns as subject and object and for possession.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 64-65, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share some examples of pronouns with their sentences.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn pronouns. Tell them that subject pronouns are often the subject of a sentence, 'who' and 'what' the sentence is about. Object pronouns are often the object of the verb 'who' or 'what' was acted upon. A pronoun that shows possession or ownership is called a possessive pronoun. Write some examples on the board.

Activity 1:

Ask students to open textbook page at 64. Then read statement (i) of Grammar section. Ask them to read the sentences of possessive pronouns. Ask them to notice the use of possessive pronouns.

Activity 2:

Ask them to read statement (ii) of Grammar section. Ask them to use any three subjective, objective and possessive pronouns in their own sentences.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students to share some examples of subject, object and possessive pronouns.

Homework:

(2 mins)

Ask students to complete the 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	5		40 min

Worksheet

Name: _____

Date: _____

□

Choose the right possessive pronoun.

Pronoun Word Bank:
mine, yours, his, hers, its,
ours, theirs

1) I have a new book. It is _____.

2) She has a new cat. It is _____.

3) They have new pillows. It is _____.

4) We have new shoes. They are _____.

5) He has a new car. It is _____.

6) You have a new toy. It is _____.

7) The dog has a new bone. It is _____.

8) The book belongs to her. It is _____.

9) The coat belongs to me. It is _____.

10) The chair belongs to Mary. It is _____.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 3**
Unit Name: Mother of the Nation **Topic: Subject-verb agreement** **Date:**

Objective(s):

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

Demonstrate use of subject-verb agreement according to person and number.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 65, 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 tell what is subject and verb. Ask them to share some sentences using subject and verb.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn subject-verb agreement. Tell them that a singular subject always takes a singular verb and a plural verb always takes a plural verb. 'You' always agree with 'are' both in singular and plural cases. The form of a verb changes with the number and person of the subject. Write some examples on the board.

Activity 1:

Ask students to open textbook page at 65. Then read statement (iii) from Grammar section. Ask them to read the given sentences and notice the use of subject-verb agreement.

Activity 2:

Ask them to read statement (iv) from Grammar section. Ask them to read the given sentences and tick the verbs that agree with the subjects. The correct answers are:

are, am, are, are, do

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students to share some sentences by using correct subject-verb agreement.

Homework: (2 mins)

Ask students to write ten sentences by using correct subject-verb agreement 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	5		40 min

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

Unit Name: Mother of the Nation **Topic: Narrative writing** **Date:**

Objective(s):

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

- Identify narrative paragraph to note differences
- 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 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. Engage them in the chain story activity. Ask first student to share a sentence. Then ask second student to share a sentence to continue that story. Encourage them to take active participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn narrative writing. Tell them that a narrative paragraph retells an event. It has a beginning, middle and ending. Show them some examples of narrative paragraphs from different texts.

Activity 1:

Ask students to open textbook page at 65. Then read statement (i) of Writing section. Then ask them to read the given narrative paragraph. Explain the structure of narrative paragraph.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Write some narrative writing prompts on the board. Call a student at random, ask him/her to choose any topic and share its beginning, middle and ending.

Homework: (2 mins)

Ask students to complete activity (ii).

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	5		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: Mother of the Nation

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 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 discuss any incident of their childhood.

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 65. 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)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students to share some sentences to their classmates.

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	5		40 min

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

Unit Name: Review 2 **Topic: Revision** **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 66-67

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and ask them to share some examples of diphthongs, consonant clusters and affixes. Note their responses.

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 66 Then read statement (i) of Oral communication section. Ask them to recall the diphthongs. Then ask them to circle diphthongs from the given sentences. The correct answers are: house: ou, flew: ew, author: au, train; ai

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 write two words with given consonant clusters. The correct answers are:

-pts: receipts, attempts

Thr-: threaten, thriller

Spr-: spring, spray

Activity 4:

Engage students in an activity (iv) and (v). Ask them to request their friend to lend their laptop so we can complete our assignment. Then ask them to share what do they feel when they get a gift from their parents or friends.

Activity 5:

Ask them to read statement (i) of Reading section. Ask them to write words with affixes. The correct answers are:

Im-: imperfect, improper

Dis-: disapprove, disrespect

-ly: honestly, smilingly

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

-able: comfortable, admirable

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students to share some examples of affixes and inflectional endings.

Homework: (2 mins)

Ask students to complete activity of (ii) and (iii) of Reading and critical thinking section textbook pages 66-67.

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	5		40 min

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

Unit Name: Review 2 **Topic: Revision** **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 67-68

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle and share examples of anagrams, compound words and common proper nouns.

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 67. Then read statement (i) of Grammar section. Ask them to write anagrams of given words. The correct answers are: earth, deal, fowl, reap, lemon, dense

Activity 2:

Ask them to read statement (ii) of Grammar section. Ask them to make compound words with given words. The correct answers are: toothbrush, snowman, raincoat, outdoor, post office

Activity 3:

Ask them to read statement (iii) of Grammar section. Ask them to write common and proper nouns in their tables. The correct answers are:

Common nouns: city, girl, day

Proper nouns: Qasim, Government City High School, Mount Everest

Activity 4:

Ask them to read statement (iv) of Grammar section from textbook page 68. Ask them to write sentences according to given structures. Help them if need be.

Activity 5:

Ask them to read statement (v) of Grammar section from textbook page 68 Ask them to write gender nouns in their tables. The correct answers are:

Masculine: boy, man

Feminine: woman, girl

Neuter: table, chair

Common: cousin, doctor

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Assessment: (5 mins)

Ask students to share examples of revised concepts at random.

Homework: (2 mins)

Ask students to complete activities (i)- (iii) of Writing section textbook page 68.

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	5		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: A Clever 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 of a text from topic/pictures, title/headings etc., by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to guess meaning of difficult words from context.
- Read the text.

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".

Have students sit in circle and ask them to share names of some of their favourite stories and why do they like it.

Main Activities/Concept Building:

(25 mins)

Tell them that they are going to read unit 8 'A Clever Rabbit'. Ask them to open the textbooks at page 69. Read the title of unit aloud. Ask them to look at the given pictures carefully.

And tell names of fables shown in these pictures. Ask them to explain their morals in their own words. Ask them to share an event when you proved yourself to be a responsible citizen.

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 students that the text they are reading is a fable., which is an imaginary short story of animals. Explain the elements of story in detail by giving examples from text. Ask them to share meaning of 'mighty' and 'prey'. Ask them to guess moral of the story.

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.

Assessment:

(5 mins)

Ask students to read some sentences from text with correct pronunciation.

Homework:

(2 mins)

Ask students to read the text.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		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	5		40 min

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

Unit Name: A Clever Rabbit **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 70-71

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle and ask them if they were rabbit in the story what would they do? Ask them to guess the possible ending of the story.

Main Activities/Concept Building: (25 mins)

going to read unit 8 'A Clever Rabbit '. Ask them to open the textbooks at pages 70-71. Ask them to look at the given pictures of the story and guess what will happen in the story.

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 students that the text they are reading is a fable., which is an imaginary short story of animals. Explain the elements of story in detail by giving examples from text. Explain the moral of the story and relate it with real-life examples.

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.

Assessment: (5 mins)

Call students at random and ask them to read some sentences of the story.

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	5		40 min

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

Unit Name: A Clever Rabbit **Topic: Sounds of 'the'** **Date:** _____

Objective(s):

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

- Identify and practice the use of 'the' with words starting with consonant and vowel sounds.

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".

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 72. Then read statement of Phonics section. Ask them to read the given sentences 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)

Ask students to share some sentence by using article 'the' with correct pronunciation.

Homework: (2 mins)

Ask students to practice the sounds of 'the'.

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	5		40 min

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

Unit Name: A Clever Rabbit **Topic: Listening speaking/questions** **Date:**

Objective(s):

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

- Demonstrate conventions and dynamics of oral interactions in group to: Engage in conversation
- Use critical thinking to respond to the text (post reading): Relate their feelings and experiences to what is read. Expressing an understanding of story through role play

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".

Get students into pairs. Ask them to discuss the story with each other.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do conversation and comprehend questions.

Activity 1:

Ask students to open textbook page at 72. Then read statement of Listening and Speaking Practice. Ask them to read and role-play the given dialogue.

Activity 2:

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:

The animals of the jungle were worried because the lion daily killed animals just for fun. They felt insecure in the jungle.

The deer suggested that they should convince the lion to have just one animal a day.

The rabbit saved the animals by using his cleverness. He made a plan and tricked the cruel lion.

The moral of the story is that 'wisdom is the real knowledge'.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students to share the correct answers of questions.

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	5		40 min

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: A Clever Rabbit

Topic: Story elements

Date:

Objective(s):

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

- Recognizes and describe briefly story elements;
- Tell when and where the story is set
- Describe the characters in a story
- Express preferences about them

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and discuss the elements of story. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn important elements of story.

Activity 1:

Ask students to open textbook page at 73. Then read statement (ii) of Comprehension section. Then explain each element in detail by giving examples from different stories. Encourage them to share examples.

Activity 2:

Ask them to discuss important character traits of each character of the story. Ask them to share which is their favourite character in this story and reasons of liking.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students at random to share the setting and plot of the story.

Homework:

(2 mins)

Ask students to complete the 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	5		40 min

Worksheet

Name: _____

Date: _____

Read the story again and write elements of the story in your own words.

The worksheet is a template for analyzing a story. It consists of a large rectangular frame with a wavy border. Inside this frame, there are five smaller rectangular boxes, each with a different border style. The top-left box is labeled 'Main Characters' and contains two simple stick figures. The top-right box is labeled 'Setting'. The bottom-left box is labeled 'Plot'. The bottom-right box is labeled 'Problem'. The bottom-most box, which is wider than the others, is labeled 'Solution'.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	5		40 min

Term: 2 Periodic Unit: 1 Week: 5 Lesson Plan: 6
Unit Name: A Clever Rabbit Topic: Retelling / sequencing of story Date: _____

Objective(s):

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

- Retell a story briefly but sequentially.
- Summarize a short folktale through gapped summary exercise.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 74

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle and ask them to retell the story in their own words.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn sequence and complete gapped summary.

Activity 1:

Ask students to open textbook page at 74. Then read statement (iii) of Comprehension section. Ask them to read the story again and write its sequence according to the given headings in their own words. Check their work side by side and help them if need be.

Activity 2:

Ask them to read statement (iv) of Comprehension section. Ask them to read the given gapped story. Then ask them to fill in the story by using word bank. Guide them in completing the story. The correct answers are"

Dinner, shallow, wet, long beak, hungry, soup, appointed, narrow, long-necked

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students at random to share beginning, middle and ending of their favourite story.

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	5		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**
Unit Name: A Clever Rabbit **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 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".

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 75. 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)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students to share sentences of given vocabulary words.

Homework: (2 mins)

Ask students to complete activity of '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	5		40 min

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name: A Clever Rabbit

Topic: Compound Words

Date:

Objective(s):

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

- Use common compound words in their own speech and writing e.g. milkshake, bedroom, airport, goldfish and sunshine.
- Join some words to make common compound words and use them in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 75, paper strips

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 and ask students to add a word against each given word in such a way that gives rise to another word. (Store... (storehouse)... white ... (whiteboard)... foot(football)).

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to make compound words and use them in their sentences. Introduce students with the concept of compound words. Tell them that by the combination of two different words, a new word is created which has entirely a different meaning.

Activity 1: Divide the students in 5-6 groups. Write the name of each group on small paper strips. Circulate the strips. Each group that will get the strip will read out the name of the other group written on the strip and select word for that group and ask them to create a compound word out of it and write a sentence as well. Identify that whether the student has created correct compound words and sentences. Allot marks to students for doing the task correctly and if they create compound words and sentences incorrectly then they will be instructed to do it again.

Activity 2: Ask students to open textbook on page number 75 and recall the concept of compound words by reading out the words. Ask them to solve the exercise on page number 75 by underlining the compound words and to write the two smaller words which have created the underlined compound word. As students to open textbook on page number 76 and make three compound words from the given root words.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recapitulate the concept of compound words by using the objects present in the class and creating compound words out of these, out (outside), moon (moonlight), etc.

Homework:

(2 mins)

Ask them to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Worksheet

Name: _____

Date: _____

Choose the most appropriate option for the word written in bold to create compound word.
Use the newly created compound word in sentences of your own.

1. **night**

- a) mare
- b) pencil
- c) brush
- d) color

2. **in**

- a) wash
- b) white
- c) way
- d) side

3. **down**

- a) right
- b) hill
- c) direction
- d) day

4. **fire**

- a) card
- b) way
- c) man
- d) water

5. **side**

- a) walk
- b) run
- c) moon
- d) tree

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

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

Unit Name: A Clever Rabbit **Topic: Personal Pronouns** **Date:** _____

Objective(s):

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

Recognize and use the personal pronouns myself, yourself, himself, herself, ourselves, themselves, and itself.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6, 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".

Write personal pronouns on the placards and distribute those placards amongst students. Then write some sentences on the board and ask the students to raise the placards which they think will best fit in the statement. For example. This is **Iram**. _____ is my sister (placard with she). Have you met _____ before? (placard with her). Recall the concept of personal pronouns with its example.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read about another type of personal pronouns today. Make students learn that there are different type of personal pronouns and they are used for different purposes. Tell them that they are going to learn that personal pronouns are used to refer towards the person or people that we are talking about. Inform them about these types of personal person are also called reflexive and intensive pronouns. Reflexive pronouns and intensive pronouns are used when the subject and object are same. (He blames **himself** for the accident). Intensive pronouns are mostly used to emphasize the action of subject for example, did someone paint your house? No, I painted it **myself**.

Draw a personal pronouns chart on the board for more clarity.

Personal Pronoun Chart

Subjective	Objective	Possessive	Reflexive/ Intensive
I	Me	Mine	Myself
We	Us	Ours	Ourselves
You	You	Yours	Yourself
He	Him	His	Himself
She	Her	Hers	Herself
They	Them	Theirs	Themselves

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Activity 1:

Show them the examples of intensive/reflexive pronouns. Divide the students in pairs. Ask them to be attentive towards the sentences being recited to them by the teacher. Ask them to note the reflexive pronouns occur in these sentences. Ask each pair to check the work of other pair. Motivate students to take part in this activity actively. Monitor their work.

- My son did his homework himself.
- I will get myself a coffee.
- You should take care of yourself.
- He will take it himself.
- The dog cannot walk itself.
- She does not think of anyone other than herself.
- We should not ruin ourselves.
- They are doing this for themselves.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to differentiate between the use of possessive and reflexive/intensive pronoun.

Homework:

(2 mins)

Ask them to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with appropriate personal pronouns.

- The principal _____ presented the prize
(herself/ourselves/her)
- I heard his speech _____. (her/ herself/myself)
- Dania looked at _____ in the mirror.
(herself/myself/themselves)
- We need to believe in _____ more.
(herself/ourselves/himself)
- Are you repainting the walls of your home _____?
(yourselves/ their/themselves)
- I locked the door _____. (ourselves/ myself/
themselves)
- I was in a hurry, so I washed the car _____.
(himself/myself/herself)
- The children did birthday decoration _____. (themselves/
them/themselves)
- Adnan copied his friend's homework instead of doing it
_____. (himself/own/ herself)
- Please make _____ at home while you wait.
(himself/yourselves/ourselves)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Unit Name: A Clever Rabbit

Topic: 'Be' and 'Do'

Date:

Objective(s):

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

Recognize and use 'be' and 'do' to make interrogative sentences

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77, paper strips

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 simple sentences on the paper strips, distribute it amongst students and then ask any student randomly to read it aloud. Once they are done with reading it aloud, challenge them if they are able to turn these sentences into interrogative. These are books lying on the table. Are these books lying on the table? This activity will help them to focus on the creation of interrogative sentences using 'be' and 'do'.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to read about the creation of interrogative sentences using 'be' and 'do'. Introduce the class with the concept of 'be' and 'do' forms of by telling them that 'Be' has four forms in the present: is, am, are, be. 'Be' has two forms in the past: was, were. 'Do' has one form in the past: did. We put these verbs at the beginning of sentences to make interrogative sentences.

Activity 1:

Ask students to open textbook on page number 77 and read statement (iii). Ask them to notice the use of different forms of 'be' and 'do'. Check their understanding by asking different questions. Address their queries.

Activity 2: Ask students to open textbook on page number 77 and read statement (iv). Recall the concept of using forms of 'be' and 'do' and then write interrogative sentences using these forms. Monitor their work and correct their mistakes.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the concept of 'be' and 'do' forms and give them cues to create interrogative sentences. Assess if they have produced sentences correctly and ask to revise the sentence if they have created it incorrectly.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Unit Name: A Clever Rabbit

Topic: Punctuation

Date:

Objective(s):

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

Recall the rules of punctuation learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write sentences on the chart paper. Omit important punctuation marks. Paste the chart on the board. Ask students one by one to come and fix the mistakes by underlining and correcting them. Monitor them if they have rectified the sentences correctly.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall the punctuation marks. Make them recapitulate the importance of punctuation marks in order to make a sentence meaningful.



Activity 1:

Ask students to open text book on page number 77 and solve the exercise by writing the short paragraph on "A Rainy Day" using correct capitalisation and punctuation marks appropriately. Monitor the performance of the students while creating paragraph.

Activity 2:

Make the students recall the rules of punctuation marks through the use of dialogues. Divide the students in ten pairs, and give them situations. Each of the pair has to develop a dialogue on the given situation and they have to keep in mind the use of punctuation marks while writing dialogues. After the completion of the work, make them review each other's work. Monitor the work of the students if they are using the rules of punctuation marks appropriately.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to solve the worksheet related to the rules of punctuation marks.

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	5		40 min

Worksheet

Name: _____

Date: _____

Read the following piece of text in which all the full stops have been removed. Add the punctuation and capital letters. Rewrite it after inserting punctuation appropriately.

It was a bright sunny day when the children left the house for the mountain walk they each had a rucksack with the items they needed for the day these consisted of ham sandwiches with thick slices of bread, chocolate biscuits and bottled water they also each had a light anorak in case of rain Ahmed, as he was the oldest, carried the first aid kit it had bandages and antiseptic lotion in it it made his rucksack heavier, but he was bigger than the others so he didn't notice the extra weight

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name: A Clever Rabbit

Topic: Guided Writing

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 story with conflict and resolution
 - Human, animal, imaginary characters and their roles
 - Setting
- Write a guided story using the elements of story writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Begin the session with storytelling to introduce students with elements of story writing. Share your own life experience or any happening in such a way that will integrate the elements of story writing. Ask different questions from the students related to the event that has been narrated to them. For instance: What kind of people were involved in the story? Where the story has taken place? What was the issue? In what way, the issue has been resolved? What did they learn out of that experience? What was the lesson of the story or learning outcome? Use this as a strategy to introduce the concept of storytelling.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to read about the steps and essentials of story writing. Make them learn about the essentials of story writing i.e. characters, setting, theme, conflict/problem/, solution, beginning, middle, end. Provide them with the details of these essentials. Show chart paper to describe the elements of guided writing or story writing.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Activity 1:

Instruct students to open text book on page number 78 and solve the exercise after reading the statement (i). Ask them to think of their own fable about their favourite animals and then write its elements. Monitor their work.

Activity 2:

Instruct students to open text book on page number 78 and read statement (ii) Ask them to write a fable keeping in mind the elements above in your notebook.

Sum Up: (3 mins)

Summarise the key concepts of essentials of guided writing with your students.

Assessment: (5 mins)

Ask students to recapitulate the essentials of guided writing.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 6

Unit Name: A Clever Rabbit

Topic: Creative Writing

Date:

Objective(s):

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

Creative Writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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 with story telling. Narrate your own story to impart the concept of creative writing. Through this story telling, expose students to the elements of story writing. Or Show them pictures (broken road, traffic jam, garbage on roads, etc.) and ask them to describe and explain picture in their own words.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to write on the given topic. Make the students recall the essentials of paragraph writing. Encourage students to use these features of paragraph in their writing. Monitor their performance when you give them topic to write. Check their work whether they are able to produce a piece of writing is coherent.

Activity 1:

Ask students to open text book on page number 78. Ask them to read statement B from Creative Writing section. Ask them to share which profession that want to choose in future and why? Make list of their selected profession on the board. Ask them different questions related to their selected professions for examples, how you server society by choosing this profession? What are their major aim in life? Ask them to pen down the thoughts that come into their minds. Then arrange the ideas according to the essentials of creative writing. In this way, they will create first draft. Ask them to proof read their first draft and edit and rectify their mistakes.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share the ways to arrange ideas for creative piece of writing.

Homework:

(2 mins)

Ask students to complete this worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Worksheet

Name: _____

Date: _____

It Pays to Have a Pet

Concluding Statements: The conclusion is an important part of writing. It is a short summary of the information that has been presented, and is meant to reinforce the central idea of the piece.



Read the text below. Then write a conclusion summing up the important points.

Pets are a big responsibility. Depending on what kind of animal you adopt, they can require a lot of time, attention and work. Pets can also be an expense; not only are some pets expensive to acquire, but equipment, supplies, food and veterinary bills can all add up over time. The benefits of living with a companion animal, though, far outweigh the drawbacks. We are all affected by stress, which can take a real mental and physical toll on our health. But living with a companion animal can do a lot to reduce stress. Pets are supportive, affectionate and non-judgmental. And the chores associated with owning a pet—those supposed “drawbacks”—can give you something else to focus on, which reduces the amount of time that you have to brood on negative things. A pet is also always there for you. They love you no matter what you forget or mess up. Studies have shown that the constant companionship of another being that loves you boosts your immune system, improves heart health, reduces physical pain, and improves mental health. Pets are also entertaining. Every creature is a unique individual with habits, quirks, and personalities. Like the chores, a pet’s antics can distract you from your problems and lift your overall mood. Being responsible for another human being also makes you more responsible in general. Pets are an especially good way to teach responsibility to kids. And responsibility isn’t the only thing that pet ownership teaches. A pet depends on its owner for its survival, good health and happiness, and being responsible for another being in this way can help us to develop compassion. Again, having something to focus on besides ourselves and whatever may be bothering us helps to keep us positive, active and healthy too.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 7

Unit Name: Hassan a Generous Boy

Topic: Text Reading

Date:

Objective(s):

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

- Use pre-reading strategies to: Predict the content of a text from topic/pictures, title/headings etc., by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to follow instructions in maps or short public notices or signs.
- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79-80, 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 what they see in this picture describe in their own words. Ask them the reason what is not appropriate in picture and why. In this way, ask different questions from the students to develop their understanding about the upcoming text. Appreciate them for their responses. Then ask what is happening in the pictures? How would you feel if somebody makes fun of you? Motivate them to share their answers.



Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to talk about virtues today. Ask from them about the qualities of a good human being. Ask them about deeds which are counted as good deeds. Ask them what kind of behaviours and deeds should be avoided? In this way bring them towards the lesson. Show them the picture given below, and ask about their opinion. Ask them in what way we should treat others? Model the text with correct pronunciation and intonation. Ask them to look at the picture and tell who snatched the rocket from Hassan? as a while reading strategy to check their understanding and instruct them to describe the situation they seen in the picture. Make them read out the text carefully and ask about the central idea and theme of this story in their own words.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min



Activity 2: Give students' different situations and ask the students in what way through this situation, disrespect is portrayed. Ask them the solutions to fix the problems.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to solve the worksheet

Homework: (2 mins)

Read the lesson 'Hassan a Generous Boy'.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Unit Name: Hassan a Generous Boy

Topic: Text Reading

Date:

Objective(s):

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

- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79, 80, 81, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share the information in the form of small presentations that they have grasped in unit's prior reading. Appreciate them for their efforts.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read the text. Ask different questions from the students about the text that show their understanding of the text. Make them share the central idea of this unit. Ask students about the moral lesson they see in this story. Ask students to read out the text in a louder voice and correct their mistakes where required.

Activity 1: Give them a speaking task and make them share their prior experiences related to virtues, good deeds and the way we should deal with our fellow human beings with the class. Ask any student to give a feedback or opinion on the experience narrated to them by their class fellow. In this way, students understanding can also be checked and evaluated.

Activity 2: Ask students to solve the given worksheet. Make them share their ideas about identifying disrespect and bad behaviour and the way it impacts other people. Make them write the solutions about fixing problems and bad behaviours. Appreciate them for their work.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Share the main points of this story with your class fellows.

Homework:

(2 mins)

Read the lesson 'Hassan a Generous Boy'.

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	5		40 min

Worksheet

Name: _____

Date: _____



This is an image of a boy with a baseball and baseball bat by a window that he accidentally broke with the ball. How is disrespect being shown and who does it impact? How could an order of respect be restored to this place?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Unit Name: Hassan a Generous Boy

Topic: Long and Short Vowel Sounds

Date:

Objective(s):

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

Identify and practice pronouncing long and short vowel sounds in different words (a, e, i, o, u)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write vowels a,e,i,o,u on placards and ask students to pronounce these letters and tell what are these letters called. Check their background knowledge related to vowels. Then ask students to create some words using these vowels. Appreciate their efforts for taking part in this activity actively. This task will help students in identifying the words having vowels in it.

Create a table on a chart paper and make two columns in it. One column will be having words with long vowel sounds and the other column will be having words with short vowel sounds. Ask students to pronounce the words written in both of the columns aloud and then ask students if they see any difference in the sounds. Differentiate between long vowel sounds and short vowel sounds.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read about long and short vowel sounds. Tell 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. Show them the chart paper containing the words with long and short vowel sounds to clear their understanding.

short/long vowel word list			
mad	made	can	cane
cap	cape	man	mane
hat	hate	rat	rate
stag	stage	mat	mate
bell	beet	hen	sleep
nest	deep	spell	sheep
fell	pea	when	weed
pet	tree	vest	sheet
bit	bite	pin	pine
fin	fine	kit	kite
sit	site	lick	like
fir	fire	rip	ripe
cot	coat	got	goat
rob	robe	hop	hope
ton	tone	glob	globe

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Activity 1:

Ask students to open textbook and read statement (i) on page 82 from phonics practice section. Make them read out the sentences and notice the use of words with long and short vowel sounds. Check their understanding.

Activity 2:

Ask students to open textbook on page 82 and read the statement (ii). Make them create sentences using the given words. 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 say recall and practice the long and short vowel sounds.

Homework: (2 mins)

Solve the work sheet given.

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	5		40 min

Worksheet

Name: _____

Date: _____

Read out the paragraph carefully and sort out the words with long and short vowel sounds. Write the words in the given columns.

There lived a black sheep in a nearby village. Every spring, he shaved his black wool and sold it to the villagers. The villagers made sweaters and socks from his black wool. One day, the black sheep noticed that he had some more wool left. He thought, 'It would be such a waste if nobody wants to buy the wool.' That afternoon, an old man came over to his wooden shed to see him. He wanted one bag full of the black sheep's wool. Then an old woman came over. She also wanted a bag full of wool. A short while later, a little boy arrived. He also wanted one bag full of wool. Therefore, the black sheep prepared three bags full of wool for them. He was happy that all of his wool was sold off.

Moral of the story:

We should be generous and helpful with what we have. We should be patient and not give up.

Long Vowel Sound	Short Vowel Sound



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 3

Unit Name:

Topic: Dialogue

Date:

Objective(s):

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

- Demonstrate conventions and dynamics of oral interactions in group to: take turns.
- Use critical thinking to respond to the text (post reading): Applying world knowledge and own opinion to the text read
- Relate their feelings and experiences to what is read.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82-83

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".

Begin the session with the recitation of dialogues from any story or piece of literature. Deliver the dialogues by making use of appropriate stress, intonation and pronunciation. Make the students notice the difference between reading verbally from the book and dialogue delivery in the form of oral communication. Distribute the dialogues amongst students that she/he has recently read aloud and ask students to practice and model the dialogue delivery. In this way students will learn to get involved in effective communication when they speak on their turn.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about oral interactions. Make the students learn about the rules of communication that their speech should be clear. They should use polite words in their communication. They should not speak unnecessarily and speak when it's their turn to share their ideas. Give students different situations such as dialogues between patient and dentist, shopkeeper and customer, and ask them to write dialogues and role play it in front of the class. It will make their communication more effective. Monitor the performance of the students if students are practicing the rules of effective oral communication while producing dialogues during role plays.

Activity 1:

Ask students to open textbook on page number 82 and read the statement B from Listening and Speaking Practice. Make them practice the dialogue in the form of role play. Monitor their oral communication, identify and rectify the mistakes.

Activity 2:

Make the students recall the text, 'Hassan a Generous Boy' and ask them if they have seen such kind of scenarios in their life and what are their thoughts related to it. Make them aware of the good qualities and virtues that we are supposed to demonstrate through our behaviour and personality.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Ask students to recall the lesson and write the answers in their own words related to the questions given in 'Comprehension Time' section on page number 83. Check their understanding and correct the mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (3 mins)

Ask students to say recalls the rules of oral conversation.

Homework: (2 mins)

Learn classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 4

Unit Name: Hassan a Generous Boy

Topic: Alphabetical Order

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.

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".

Begin the session with the question and ask from the students that what they do if they have to look for a meaning of an unknown word. Ask them to share different mediums which they can consult to have a meaning of the word. For instance; dictionary, parents, internet. Ask them what is their favourite medium and why? Write some unknown words on the board such as innovative... lack...initiate. Then ask the students to share meaning with you. They will start sharing their meanings. Then take out the dictionary and ask students if they know how to look for a word and its meaning in the dictionary. Make them share different ideas about browsing the dictionary for a word.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn about the use of dictionary for finding out a word and its meaning because it helps in understanding the text. Tell them that we use alphabetical order to locate words in dictionary. If two or more words begin with the same letter, we arrange them according to the second letter. If two or more words begin with the same two letters, we arrange them according to the third letter and so on.

Activity 1:

Ask students to open textbook on page number 83 and read the statement (ii). Make them arrange the given words in alphabetical order, according to their first letter. Look up their meanings in a dictionary. Check their understanding.

Activity 2:

Ask students to open textbook on page number 83 and read statement (iii). Make them arrange the given words in alphabetical order, according to their second letter. Look up their meanings in a dictionary. Assess their work and rectify the mistakes.

Activity 3:

Ask students to open textbook on page number 83 and read statement (iv). Make them arrange the given words in alphabetical order, according to their third letter. Look up their meanings in a dictionary. Monitor their performance.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the rules for finding out a word and its meaning in the dictionary.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Unit Name: Hassan a Generous Boy

Topic: Time to Think

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 83, 84

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 students different situations and ask them to respond in that particular situation or what do they think about that situation. For instance; if you are running late from workplace and you have to complete an urgent task over there, and someone comes towards you and seek your help, so would you help him out? Observe and monitor students' opinions and ideas and then bring them towards the concept of appropriate behaviour and virtues.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn how to critically evaluate the situation or to think about it critically. After analysis, they would generate their own ideas to put forward their point of view about any event. Assess their performance if the ideas have been written in a logical manner. Make them learn about the meaning of unknown vocabulary and to use it in different situations while creating sentences.

Activity 1: Ask students to open textbook on page number 83 and read the statement B given in Section, Time to Think. Ask them to give their views about what they would do if they were in Hassan's place. Assess their thinking and point of views related to the given situation.

Activity 2: Ask students to open textbook on page number 84 and read the statement (i). Ask them to read the given words with their meaning. Evaluate the students' understanding of newly learnt vocabulary by asking questions from them.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(3 mins)

Ask students to recall the meaning of the newly learnt vocabulary and to use it in the sentences and share it verbally.

Homework:

(2 mins)

Learn word meanings.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 6

Unit Name: Hassan a Generous Boy

Topic: Adjectives and Verbs

Date:

Objective(s):

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

Recognize meaning of common adjectives and verbs in relation to each other.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 84, 85, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Show students some pictures and ask them to describe it. Once students are done with describing pictures, bring them towards the concept of adjectives by asking them to describe these pictures using adjectives. Monitor them if they have used the concept of adjectives appropriately.



Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn about adjectives and rules for creating it. Tell students that sometimes the present participle 'verb + ing' form of a verb becomes an adjective. For instance; 'My flight was tiring'. Ask students to come up with different examples using this rule. Impart another rule to the students that sometimes the past participle form of a verb is used as an adjective. Give them example: 'A broken window'. Ask students to create more examples using this rule. Monitor the production of adjectives using these rules and check students' understanding related to the function of adjectives and the concept of past participle form of verb functioning as an adjective sometimes. Tell them that they can make adjectives from verb. Add suffixes '-able', '-ive', or '-ful' to a verb to make a verb an adjective. Assess students' performance when they use these rules to create adjectives.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Activity 1:

Ask them to open textbook on page number 84 and read the statement (ii). Ask them to read the given rules and notice the application of these rules in the sentences. Check students' understanding related to rules.

Activity 2:

Ask students to open textbook on page 84 and read the statement (iii). Ask them to read given sentences and notice the use of adjectives. Check students' understanding related to the use of adjectives.

Activity 3:

Ask students to open textbook on page number 85 and read the statement (iv). Ask them to underline the adjectives in each of the given sentences and write the main verb it comes from in the blank. Monitor students' work and make them revise and rectify their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (3 mins)

Ask students to recall the rules of creating adjectives.

Homework: (2 mins)

Form any five adjectives from verbs.

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	5		40 min

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

Unit Name: Hassan a Generous Boy **Topic: Possessive Word** **Date:** _____

Objective(s):

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

Demonstrate correct use of my-mine, your-yours, etc.

Resource Material:

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

Draw a list containing two columns on the board. In one column write (my, your, his, her, its, our, their) and in the other column (mine, yours, his, hers, ours, theirs). Ask students to create sentences using these words. Then ask the students to tell the differences between sentences created using first column and the second column. What do these sentences mean? Then bring them towards the concept of possessive adjectives and possessive pronoun.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn about the concept of possessive adjectives and possessive pronouns. Tell students that possessive adjective express possession. Possessive pronouns tell what belongs to someone or who possesses something. Give them the example: "Iram was packing **her** bag." **Her** indicates **possessive adjective**. This is my ice cream, and that one is **yours**. **Yours** indicate **possessive pronoun**. Ask students to come up with their own examples using the concept of possessive adjectives and possessive pronouns. Assess students' performance and check their understanding.

Activity 1: Ask students to open textbook on page 85, read the statement (i). Make them read and notice the use of possessive adjectives and possessive pronouns in the given sentences. Check their understanding based on possessive adjectives and possessive pronouns.

Activity 2: Ask the students to open textbook on page 85 and read the statement (ii). Make them write sentences on their own in their notebook using the pronouns given above. Assess their performance.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recapitulate the concept of possessive adjectives and possessive pronouns.

Homework: (0 mins)

Use possessive words in your 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	5		40 min

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

Unit Name: Hassan a Generous Boy **Topic:** Use of 'be', 'do', '-ing', 'have' **Date:** _____

Objective(s):

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

Demonstrate the use of be, do, -ing and have along with their negative forms as main or helping verbs in sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 85, 86

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 forms of Be, Do and Have on the white board and ask students to create sentences using these forms. Once the sentence is written on the board, ask the students to identify verb in the sentence. After that bring them towards the concept of main verb and helping verb in these sentences. Appreciate students for their efforts.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the use of be, do and have in their negative forms. Write some sentences on the board having forms of be, do, have. **They are enjoying in the park.** Ask students to identify the helping verb and main verb. Appreciate their responses and then introduce them with the concept of helping and main verb. Ask students to change this sentence into a negative sentence using 'not'. They are **not** enjoying in the park. Ask them to give different examples using forms of be, do have in negative sentences. Monitor their responses.

Activity 1:

Ask students to open textbook on page number 85 and read the statement (iii). Make them read the given sentences and notice the use of be, do and have in their negative forms. Check their understanding by asking questions.

Activity 2:

Ask students to open textbook on page number 86 and read the statement (iv). Ask them to use any three forms of be, do and have in their own sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the use of forms of be, do and have in order to make negative sentences.

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	5		40 min

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

Unit Name: Hassan a Generous Boy **Topic:** Prepositions of Position and Time

Date:

Objective(s):

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

Demonstrate use of prepositions showing position and time.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 86

Teaching & Learning Activities:

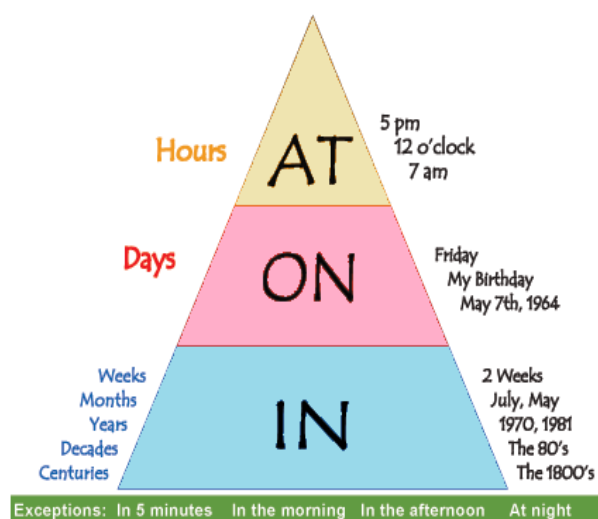
Opening Activities/Warm-up: (5 mins)

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

Write some sentences on the board. Ask students to read out the sentences carefully. For instance: The restaurant is between my office and home. The book is on the table. She has promised to submit her assignment by Saturday. We stayed at university hostel during the conference. Then ask students to highlight the words that indicate position of something and time of something in these sentences. Then ask the reason from the students behind their responses. In this way, bring students towards the concept of preposition of time and preposition of position.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn about preposition of time and position. Tell them that prepositions of position show where something is. Prepositions of time tell us when something happens. Show students the list containing prepositions of time and prepositions of position. Ask them to use these prepositions in their sentences. Monitor their performance and rectify the mistakes. Appreciate their efforts.



IN OFF
ON AROUND
OUT DOWN OVER
UP AWAY BACK
INTO THROUGH

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Activity 1:

Ask students to read the statement (v). Make them read and notice the use of prepositions. Address students problems, if they have any while understanding and noticing the use of prepositions.

Activity 2:

Ask students to read the statement (vi). Make them write a paragraph on their visit to a park by using prepositions of position and time. Monitor their responses.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(3 mins)

Ask students to recall the purpose of prepositions of time and position and share the list of prepositions verbally.

Homework:

(2 mins)

Write five sentences in your notebooks using prepositions.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Unit Name: Hassan a Generous Boy **Topic:** Adverbs of Manner or Time **Date:**

Objective(s):

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

- Identify and use adverbs of manner and time.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 86, 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 adverbs on the cards made of chart papers. Write adverbs such as greedily, sadly, easily, yesterday, tomorrow, again, soon. 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 and time.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about the types of adverb (manner and time). Adverb of manner tell us in which manner an action is done. Adverbs of time tell us when an action is done. Show them these charts and ask them what they understand after looking at the examples. What do these underlined words indicate? Monitor their responses and clear their understanding related to adverbs of time and manner.

Types	Adverbs	Examples
Adverbs of Time	Sometimes, recently, during, always, soon, yet, usually, never, etc.	1. <u>Sometimes</u> , I used to go out for refreshments. 2. He <u>recently</u> purchased a costly Diamond necklace. 3. He caught eating his tiffin <u>during</u> the lectures.

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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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Activity 1:

Ask students to read the statement (vii). Make them read the given sentences and notice the use of adverbs. Address their questions and queries.

Activity 2:

Ask students to read the statement (viii). Ask them to read and underline the adverbs in the given sentences and then write whether they are adverbs of manner or time. Monitor their responses and rectify their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to quickly create sentences using adverbs of time and manner.

Homework: (0 mins)

Write five sentences in your notebooks using adverbs of time and 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	5		40 min

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

Unit Name: Hassan a Generous Boy **Topic:** Punctuation and Writing Short Notes **Date:** _____

Objective(s):

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

- Recall the rules of punctuation learnt earlier.
- Read 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 87, 88, word card

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write a paragraph on the board without punctuation marks. You may use first paragraph of chapter, "A memorable Day at the Farmhouse, page 34. 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.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to recall the rules of punctuation marks and about writing short notes. Make them recall the use of full stops, question marks, apostrophes, commas, hyphens 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 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 87 and read the statement (ix). Ask them to punctuate the following sentences using full stops, question marks, apostrophes, commas, hyphens, and exclamation marks. Monitor their feedback and rectify the mistakes where needed.

Activity 2:

Show students the given card and ask them about the meaning of this content and the purpose of writing it. Ask them for whom this message is written. Appreciate their responses. Through their responses bring them towards writing short notes.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

THANK YOU FOR TEACHING US
**“One child, one teacher, one book,
one pen can change the world.”**

Tell them that a short note is written to give a message to somebody. A short note usually consists of three to four sentences. The note can be written to family, friends, teachers etc. Give them some situations and ask them to share the content they will write in short notes and for whom they will write a note. Appreciate their efforts.

Activity 3:

Ask students to open textbook on page number 87, 88 and read the statement (i). Make them read the given short notes. Check their understanding.

Activity 4:

Ask students to open textbook on page number 88 and read the statement (ii). Ask them to write a short note to your father thanking him for a birthday gift. Monitor their performance and provide feedback.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (3 mins)

Ask students to recapitulate the purpose of writing short notes.

Homework: (0 mins)

Write a short note to your friend and invite him/her for Eid party celebrations.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Unit Name: Hassan a Generous Boy **Topic:** Writing short invitations **Date:**

Objective(s):

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

- Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations
- Write replies accepting or declining the invitation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88, 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 students what is meant by invitation? Why do we write it? What type of content is written in an invitation? Did they ever invite someone to attend their birthday party? Appreciate students' responses. In this way bring them towards invitation writing.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn about writing invitations. Prepare cards by only writing the topics such as birthday party, picnic party, success celebration, and put it in a bag. Divide students in 5 to 6 groups and ask one member from each group to come forward and take out one card. Instruct them to think about the content that should be written in it, if they have to write an invitation. Give them time to prepare it. Then call any member from each group to come and present the content of that invitation. Groups will share the content and purpose of writing this content with their class fellows. At the end, ask from students to share the difference in content and purpose that they see in these different invitations. Tell them the purpose of writing invitations through this activity.

Activity 1: Ask students to open textbook on page number 88 and read the statement (iii). Make them write a short note to a friend to visit the art festival in their school.

Activity 2: Ask students to open textbook on page number 88 and read the statement (iv). Ask them to write a short note accepting the invitation above.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recapitulate the different uses and purpose of invitation writing.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 6

Unit Name: Hassan a Generous Boy

Topic: Creative Writing

Date:

Objective(s):

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

- Creative Writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Prepare a placard with a topic, 'Who is your favourite hero? And why? Ask students to share their ideas and point of view regarding this topic. Ask them to justify their point of view. Note down all the points on the white board. Arrange the ideas properly. Write relevant ideas on the board. Appreciate their responses. In this way, bring them towards creative writing.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about creative writing and to integrate their thoughts in a logical and coherent manner. Also share the steps of writing process with the class.



Activity 1: Ask students

to open textbook on page number 88 and read the statement B from Creative Writing section. Make them share their thoughts on what would they do if they are bullied by someone? Write a paragraph on it. Make them note down their ideas related to this topic. Ask students to revisit their work and edit it where necessary to make it appropriate.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

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

Homework:

(2 mins)

Solve the 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	5		40 min

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 7

Unit Name: A Calendar

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 of a text from topic/pictures, title/headings etc., by using prior knowledge.
- Recite poems with actions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89, 90

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". Start the session by showing pictures on page number 89 to the students. Instruct them to look at the pictures carefully and try to decipher the meaning. Ask students to share their point of view and ideas with class fellow. Ask questions from the students given as a pre-reading strategy. A) Look at the given pictures and tell in which months these fruits come? B) Share the name of your birth month. C) Tell the names of cold months of the year. Make them predict about the upcoming content and make them share their opinion.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn different ideas and thoughts through poem. Ask them to share their ideas related to the title of the poem. Note down all the points on the board. Divide the students in six groups. Allot one stanza to each group. Ask them to give small presentation on the given stanza. Make the group share the meanings, ideas and thoughts they have understood after going through the stanza. Give them some time to prepare. Each group will present on its turn. Evaluate their understanding and improve it by elaborating the themes and context. In this way, make them learn about the themes and ideas of this poem. Recite the poem with proper actions and gestures to make it more understandable and meaningful for the students. Use appropriate stress, pronunciation and intonation to recite this poem.

Activity 1: Ask students to make a note of the difficult words that they have come across in this poem. Write these difficult words on the board and motivate students to predict the meaning of these unknown words. Ask students to relate the predicted meanings with the text. Appreciate their responses. Correct them where needed.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the ideas and thoughts given in each stanza.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Unit Name: A calendar

Topic: -ed sounds

Date:

Objective(s):

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

- Recognize and practice that *ed* has three sounds i.e. “d”. “t”, “id” through context.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 91

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 –ed on the board and ask students to create words that have ed ending. For instance; checked, processed, delighted, excited, frightened, and 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 91 and read the statement (i). Ask them to read the given sentences. Pronounce the correct –ed sounds. Monitor their performance and address their queries and problems.

Activity 2: Ask students to open textbook on page number 91 and read the statement (ii). Make them tick the correct –ed sounds for the given words. Then use these verbs in sentences in your notebook. Monitor their performance and provide them with feedback.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(3 mins)

Ask students to recall the concept of –ed sounds

Homework:

(2 mins)

Make a list of 15 words with -ed ending then sort out in columns according to their 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	5		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Unit Name: A Calendar

Topic: Polite Expressions and Opinions

Date:

Objective(s):

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

- Demonstrate conventions and dynamics of oral interactions in group to: Use polite expressions to seek attention.
- Use critical thinking to respond to the text (post reading): Applying world knowledge and own opinion to the text read.
- Relate their feelings and experiences to what is read.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 91, 92

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students different questions: How would they ask their friends for help? If they need something from their friends or family, how would they ask for it? Use their answers as an example to demonstrate the use of polite language while they interact with other human beings.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn the use of politeness while conversations and 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.

Activity 1:

Ask students to open book on page number 91 and read the given dialogue (B) from the section Listening and Speaking Practice. Help them in making appropriate sounds and pronunciations. Ask them to role play the given dialogue. Monitor their dialogue delivery.

Activity 2:

Ask them to recall the poem, calendar and share their opinions and point of views about the poem. Ask them to share their own feelings and perspectives about the blessings that Allah Almighty has bestowed upon us. Use these type of questions and answers to activate their critical thinking skills. Why do they use calendars? How often do they use calendar? Use these questions and answers to bring them towards critical thinking and to apply and relate the knowledge.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Ask students to open text book on page number 92 and read the questions given in the Reading and Critical Thinking Section. Ask students to think about the given questions critically and develop their answers. Monitor their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the rules that they should follow while interacting with their class fellows and other people.

Homework: (2 mins)

Solve the 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	5		40 min

Worksheet

Name: _____

Date: _____

Write a paragraph mentioning all the blessings that Allah Almighty has bestowed upon you. Share your feelings and thoughts about how much blessed you are in your life.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Unit Name: A Calendar

Topic: Comprehension and Table of Content

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 92 and 93

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask students different questions to bring them towards the concept of reading Table of Contents. For example, what makes you buy a book? If you have to buy a book, how would you know book is useful for you or not? How would you get an idea about any book if you visit a bookstore? Monitor their responses and appreciate their participation. Relate their answers with the concept of Table of Contents.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about table of contents and its use. Ask them question about table of contents without making them look at textbook. 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 it is a list of topics or parts of a book and page numbers on which they begin. A table of contents is found at the beginning of a book.

Activity 1: Ask students to open textbook on page number 92 and read the given statement (ii).

Make them look and read the given table of contents of a book. Then answer the given questions. Monitor their responses if they are able to comprehend the purpose of table of contents and apply the concept.

Activity 2: Tell them that a glossary at the end of a book includes words within that book that are either newly introduced or uncommon. Ask from them also in what ways learning a new vocabulary helps them in improving their understanding level, written and oral skills. Ask students to open textbook on page number 92 and 93 and read the statement (iii). Make them read the given glossary and answer the given questions.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the vocabulary that they learnt.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Unit Name: A Calendar

Topic: Reading Maps

Date: _____

Objective(s):

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

- Read simple keys/legends on maps.
- Read tables and charts in textbooks.
- Recognise and use cardinal directions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 93

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

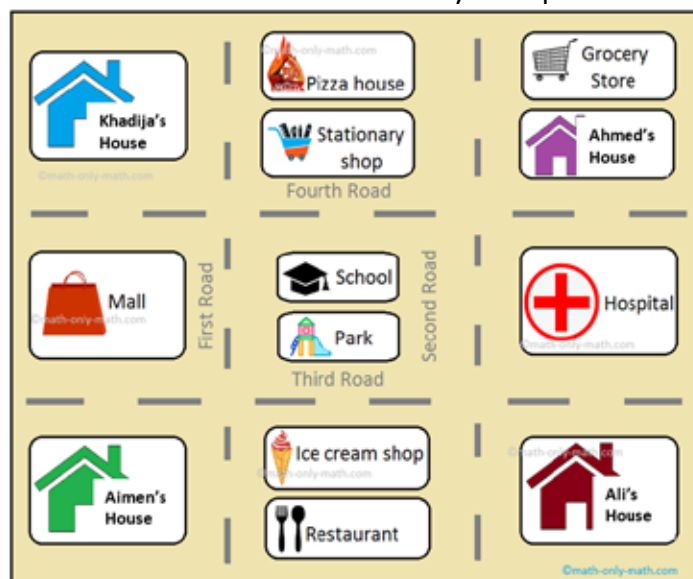
Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Divide students in pairs and give them situations where they will give directions to reach their school from home, and bookstore from home...etc. Motivate them to participate in role play actively. Appreciate their participation. Use these roles plays as a strategy to teach the concept of reading directions using map and reaching destinations.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about reading maps, understanding the directions and reaching destinations. Use the picture given below to impart the concept of map reading. Show them the given picture and ask them to read and comprehend it. Appreciate their responses. Divide the students in 5 to 6 groups and ask students to draw maps on chart papers and give directions. They can use any of their favourite place as a main point and draw other places which are located in its surroundings. Then ask group members to choose a member that will paste chart paper on the board and will give a small presentation on different directions and routes to reach the central point. Appreciate their efforts. Use this activity to impart the concept of map reading.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

Activity 1:

Ask students to open textbook on page 93 and read the statement (iv). Ask them to read the given neighbourhood map and answer the questions. Monitor their progress in comprehending this map, and answering the questions. Address their queries. Rectify their mistake where needed.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the concept of reading maps.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Unit Name: A Calendar

Topic: Critical Thinking and Vocabulary

Date:

Objective(s):

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

- Reading and critical thinking.
- Memorise the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, chart papers Textbook page 93 and 94

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

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

Ask students to share their favourite topic. Make a list of it. Choose any one topic from the list. Write it on the board, and ask students to share their ideas about this topic. Give them time to think. Start writing ideas on the board. Arrange it and make the students review all the jotted ideas and thought critically. Appreciate their ideas and use this activity to teach them to think before writing anything.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to integrate ideas in their writing after critical analysis. Write some topics on cards made of chart papers. (junk food v/s home -made food, reading from book v/s reading from the internet, traditional classes v/s online classes, summer v/s winter) Divide students in 5 to 6 groups and distribute these cards amongst students. Each group will jot down the points on the chart papers and paste it on the board. Students will review each group's work and teacher will appreciate the efforts. Use this activity to activate their thinking skills.

Activity 1: Ask students to open textbook on page number 93 and read the statement from Section B, Time to Think. Make them search the internet and read about the lunar year and the solar year. Compare and write the difference between both in your notebook. Monitor their performance and give them feedback.

Activity 2: Ask students to open textbook on page 94 and read the statement (i) from vocabulary section A. Read the given words with their meanings. Check their understanding.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the meanings of newly learnt words and use them in their sentences.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 6

Unit Name:

Topic: Rhyming words and Entry Words

Date:

Objective(s):

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

- Create a short poem using rhyming words on a given topic.
- Recognize alphabetical arrangement of words in a glossary or a dictionary.
- Locate an entry word in a glossary of a dictionary.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94

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".

Demonstrate the use of dictionary to students by asking students if they know how to locate a word in dictionary. Ask students to suggest some words, write them on the board. Then ask students to locate this word in dictionary. Appreciate their efforts. In this way, bring them towards the recognition of alphabetical arrangement of words in a dictionary.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about how to locate an entry word in a dictionary and to recognize alphabetical arrangement of words. Ask questions from them. Do you know how to use dictionary? How frequently do you use dictionary to find the meaning of a word. Appreciate their responses. Tell them that words are arranged in alphabetical order in dictionary. Tell them that an entry word is the form of a word in a dictionary under which its meaning, spelling etc are grouped. Address all the queries and questions related to the use of dictionary. Write some words on the board and ask them to find out the meanings of these words from dictionary and write on the board. Ask them to create sentences using these words. Appreciate their efforts.

Activity 1: Make them recall the pattern of poem, 'A Calendar'. Ask them to open textbook on page number on 94. Read the statement (ii) and ask them to write a poem on the topic, 'The Weather' with the help of the given rhyming words. Monitor their performance and correct their mistakes.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the information related to the entry word and alphabetical order.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 7

Unit Name: A Calendar

Topic: Pronoun-antecedent agreement

Date:

Objective(s):

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

Recognize that pronouns agree with their nouns in gender and number

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94 and 95

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 some sentences on the board and ask the students to fill in the blanks with appropriate use of pronoun. Check their background knowledge related to pronouns by asking different questions from students in relation to pronoun being a part of speech, its function and types. Appreciate their answers. In this way, try to link their answers with pronoun antecedent agreement.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about pronoun antecedent agreement. Tell them that a pronoun must agree with its antecedent in number and gender. A plural pronoun replaces a plural noun. A singular pronoun replaces a singular noun. A masculine pronoun replaces a masculine noun and a feminine pronoun replaces a feminine noun. Ask different questions to check students' understanding. Write some nouns on the board and ask students to use pronouns appropriately and create sentences. Appreciate their responses.

Activity 1:

Ask students to open textbook on page number 94 and read the statement (i) from grammar section. Ask them to read the given sentences and notice pronoun-antecedent agreement. Check their understanding by asking questions.

Activity 2:

Ask students to open textbook on page number 95 and read the statement (ii). Ask them to write the correct pronouns to complete the sentences. Monitor their responses and provide feedback.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(3 mins)

Ask students to recall the rules related to pronoun-antecedent agreement.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name: A Calendar **Topic:** Use of can ,cannot, may and 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 to express permission, prohibition and doubt.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Initiate the session by asking different questions from students. How do they ask other people to help them out? If they want anything from others, how would they ask for it? What kind of words do they use for refusal? How do they seek permission from teacher? Use their answers as examples to teach them the use of can/cannot, may/may not.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn the use of can/ cannot, may/ may not in their conversations with others. Tell them that 'can', 'cannot', 'may' and 'may not' are used to express ability, possibility, ask permission, express doubt and for prohibition. Divide the students in pairs and give them different scenarios where they have to seek permission, ask for help, to refuse something, and to ask for something. Ask them to role play these situations. Monitor their use of words. In this way, bring them towards the concept of permission, possibility, prohibition, ability, and refusal. Appreciate their responses.

Activity 1: Ask students to open textbook on page number 95 and read the statement (iii). Ask them to read the given sentences and notice the use of 'can' and 'cannot'. Ask questions to check their understanding and address their queries.

Activity 2: Ask students to open textbook on page number 95 and read the statement (iv). Ask them to read the given sentences and notice the use of 'may' and 'may not'. Ask questions to check their understanding.

Activity 3: Ask students to open textbook on page number 95 and read the statement (v). Ask students to write two sentences with 'can', 'cannot', 'may' and 'may not' each in your notebook. Monitor their work and give them feedback.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(3 mins)

Ask students to recall the use of 'can', 'cannot', 'may' and 'may not'.

Homework:

(2 mins)

Write eight sentences using 'can', 'cannot', 'may' and 'may not'.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 2

Unit Name: A Calendar

Topic: Adverbs of Place

Date:

Objective(s):

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

- Identify and use simple adverbs of place.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 95

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

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

Ask students to create different sentences using the words that show directions, location and place of something. Give them some time to think. Call any student to write sentence on the board and then ask from the rest of the students that what kind of information about place and location they are getting from the written sentence. Motivate other students to share their sentences. Use these sentences as an examples to teach the concept of adverbs of place.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn the use of adverbs of place. Ask different questions from them about adverbs and their use in a sentence. Use their answers to teach them the concept of adverbs of place. Tell them that adverbs of place tell us more about the place of an action. Write some sentences on the board with missing adverbs. Ask them to fill in the blank with adverb of place which they think that fits in best. Ask them to share the reason behind choosing that adverb of place. Appreciate their responses and correct the mistakes.

Activity 1: Ask them to open textbook on page number 95 and read the statement (vi). Ask them to read the given sentences and notice the use of adverb of place. Address their queries.

Activity 2: Ask students to open textbook on page number 96 and read the statement (vii). Ask them to use the given adverbs of place in sentences in your notebook. Check their understanding related to the application of adverbs of place. Correct their mistakes.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the use of adverbs of place.

Homework:

(0 mins)

Solve the 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	5		40 min

Worksheet

Name: _____

Date: _____

Read the sentences carefully. Underline the adverbs and circle the verbs that are modified by these adverbs.

- i. Ayesha looked around but she could not see the cat.
- ii. He was going back to home.
- iii. Aliya took her brother outside.
- iv. Here comes the train!
- v. There it is!
- vi. Students came here.
- vii. Irum lived, studied, and work abroad.
- viii. Engineers built a shopping mall nearby.
- ix. Inside the room, there were no chairs.
- x. Sahrish could see the mountains from the balcony.
- xi. He was looking at the birds flying above.
- xii. The tourists cannot go back now.
- xiii. Put the toys on the shelf above
- xiv. Sara went downstairs.
- xv. Family of my friend lives somewhere in London.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

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

Unit Name: A Calendar **Topic: Use of Full Stop with Abbreviations** **Date:**

Objective(s):

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

- Recognize and use full stop with some abbreviation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 96

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 asking different questions from students about their nicknames. Call students in front of the whiteboard and ask them to write their nicknames on the board. Use these examples as a link to abbreviations. Tell them that nicknames are the short versions of full name. Appreciate their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the use of full stop with abbreviations. Make them recall abbreviations if they have ever come across. For instance, Example: e.g. Captain: Capt. General: Gen. Ask them to give relevant examples. Use examples to explain the concept of abbreviation as a short form of word. Tell them that not all the words have abbreviation. Some words can be written in the form of abbreviations. Tell them that we use full stops in some abbreviations. Make them recall the activity related to nicknames and tell them that nicknames are the short versions of full name, same is the case with some words. We use abbreviations for some words. Instead of pronouncing a word in its full form, sometimes, we use its short form. Abbreviation is the short form of a word.

Activity 1:

Ask students to open textbook on page number 96 and read the statement (viii). Ask them to write the abbreviations for the given full forms. Monitor their work and rectify their mistakes.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to solve the 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	5		40 min

Worksheet

Name: _____

Date: _____

Look at the list of the abbreviations carefully. Mark  against the word which is abbreviated correctly and  against the word which is abbreviated incorrectly.

Word	Abbreviation	Correct/Incorrect
North	N	
Street	st.	
teaspoon	tsp.	
kilogram	kgm	
adjective	adj.	
noun	nn.	
yard	yrd.	
junior	jnr.	
Sunday	Sun.	
June	Jn.	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 min

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

Unit Name: A Calendar **Topic:** Central Idea **Date:** _____

Objective(s):

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

- Write the central idea of a given poem in simple language
- List rhyming words and write a poem based on the same central idea.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page96

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 which they consider suitable for the picture. Appreciate their responses.



Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to learn about central idea of a poem and writing a poem with central idea. Tell them that central idea is the main point of the text/ poem. Central idea connects all the other ideas written in a text. The whole content revolves around a central idea. Make them recall the poem, A Calendar and ask different questions to recall the ideas and content that they came across in the poem. Appreciate their responses.

Activity 1: Ask students to open textbook on page 96 and read statement (i). Ask them to read the central idea of the poem, 'The Calendar'. Monitor their performance while they are reading out the central theme. Check their understanding by asking different questions.

Activity 2: Ask students to open text book on page 96 and read statement (ii). Ask them to write the central idea of the third stanza in their notebook. Assess their work and provide feedback.

Activity 3: Ask students to open textbook on page number 96 and read statement (iii). Ask students to list four pairs of rhyming words and use them to write a simple poem on 'Seasons' in notebook.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(3 mins)

Ask students to recall the concept of central idea.

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	5		40 min

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 5

Unit Name: A Calendar

Topic: Creative Writing

Date:

Objective(s):

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

Creative Writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 96

Teaching & Learning Activities:

Opening Activities/Warm-up:

(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 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 96 and read the statement B from 'Creative Writing' section. Make them write a paragraph in their notebook about an incident that makes them laugh. Assess their understanding of writing a paragraph creatively and rectify their mistakes where needed.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(3 mins)

Ask students to say recall the important points linked with creative writing.

Homework:

(2 mins)

Write a short paragraph on 'season'.

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	5		40 min

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

Unit Name: A Clever Rabbit **Topic: Revision** **Date:**

Objective(s):

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

Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Initiate the session by asking questions about compound words. Give them some words and ask them to create compound words out of them. Encourage them to participate. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Make them recall the concept of personal pronouns. Ask them the purpose of using personal pronouns. Make them share the examples of personal pronouns by using it in a sentence. Clap for them for showing efforts.

Have them recall the rules of punctuation. Write some sentences on the board and ask them to use the rules of punctuations appropriately. Appreciate their efforts.

Make them recall the story elements. Ask them to list down the elements. Narrate them any story with some problem and ask them to find a solution for it.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to challenge their class fellows by giving them some words and they have to create compound words from the given words.

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	5		40 min

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

Unit Name: Hassan a Generous Boy **Topic: Revision** **Date:**

Objective(s):

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

Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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. Ask students to take out their dictionaries and find out the meanings of the given words. Appreciate them for showing efforts and clap for them for their correct answers.

Main Activities/Concept Building: (25 mins)

Write some words on the board that begin with the same letter and ask them to arrange the words according to the third letter of the word. Acknowledge their efforts and appreciate them.

Make them recall the concept of long vowel sounds and short vowel sounds. Write some words on the board and ask them to identify the vowel sounds as long vowel sounds or short vowel sounds.

Give them some situations where they have to role play the dialogues. Dialogue between two friends where one friend asks another to help him in his/her studies. Monitor their way of communication, dialogue delivery and pronunciation.

Initiate the session by asking questions about difference between virtues and bad deeds. Ask students to give relevant examples. Ask students about different ways to give respect to other people. Make them share their own experiences where they have helped someone who was in problem and in dire need of help. Appreciate them for their responses.

Make them recall the story elements. Ask them to list down the elements. Narrate them any story with some problem and ask them to find a solution for it.

Sum Up: (3 mins)

Give an overview of the topics discussed today.

Assessment: (5 mins)

Give students a situation and ask them to find solutions for the problem. If any student comes to school late, what should be done to deal with this situation?

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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 1

Unit Name: Lucky Seeds

Topic: Prediction

Date:

Objective(s):

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

- Use pre-reading strategies to: Predict the content of a text from topic/ pictures, title/headings etc. by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: distinguish fact from opinion.
- Read the text.

Resource Materials:

Chalk/marker, white-/blackboard, pictures, textbook page 97

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Show the given picture to students. Ask them to describe this picture in their own words Appreciate them for their answers.



Main Activities/Concept Building:

(25 min)

Show the pictures given below to the students. Ask them different questions related to the pictures.

Motivate them to share their responses. Clap for them for their correct responses.

Ask different questions from the students that will make them predict the content and text. What is happening in the pictures? What will you do if you are in place of this boy? Appreciate them for showing efforts.



Tell students that they are going to start a new unit 'Lucky Seeds'. Ask students to open their textbooks to page 98. Ask different questions from the students that elicit their responses. What do they think about this unit? What kind of content are they going to read? Appreciate them for their correct responses. Start reading the unit text. Model the text reading with appropriate pronunciation and stress.

Ask different questions from the students to check their understanding of the text. Use while reading questions from the text to assess their comprehension. What do they think about the whole situation? Will they help anyone, who asks for help? Did they ever help people in need or strangers? How do they feel about helping each other? Encourage them to participate in a discussion.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Write the title of the unit on the board and ask questions about it. Ask students to share their ideas whatever comes in their minds after looking at the title. Note down their responses on the board and ask the reason behind choosing this interpretation of the title. Appreciate them for showing efforts.

Sum Up: (3 min)

Summarize the key concepts again for clarity.

Assessment: (7 min)

Make them share the aspects and points about today's lecture.

Homework: (0 min)

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	5		40 Mins

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

Unit Name: Lucky Seeds **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 99

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Initiate the session by asking students if they have helped someone who was in dire need. Give every student a chance to participate. Appreciate them for their answers.

Main Activities/Concept Building: (25 min)

Tell students that they are going to complete unit text reading. Make students recapitulate the points and aspects that they have studied so far. Ask them to discuss the points which they like about the text and to share their own opinion related to the text. Ask students to open textbook on page 99. Read and model the text with appropriate pronunciation and stress. Make students read the text as well and underline the points that they think is important to mark. Make them share the incidents and significant instances from the text.

Sum Up: (3 min)

Sum up the different aspects covered in this unit.

Assessment: (5 min)

Make them give small presentations about the content discussed in today's session.

Homework: (2 min)

Ask them to share the read information with their class fellows.

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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Unit Name: Lucky Seeds

Topic: Phonics Practice

Date:

Objective(s):

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

Find out how many syllables a word has.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 100

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Initiate the session by writing some words on the board and ask students to divide the given words into parts. Encourage them to participate. Ask students to share the reason for dividing the word in that specific way. Clap for their answers.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to learn syllable division. Ask different questions from the students about syllable division. Have they ever heard a word 'syllable'? What do they know about division? Make them share their views about syllable division. Appreciate them for their correct responses. Tell them that a syllable is a unit of a word containing one word and usually one or more consonants. A word can have one or more syllables. Ask students to open textbook on page 100 and read the statement (i) from the Phonics Practice section. Make them read the given words with their syllable division. Take rounds while they are reading the information.

Activity 1:

Ask students to open textbook on page 100 and read the statement (ii). Have them read the given words and divide them into their syllables. Also write their number of syllables. Check their work and correct their mistakes.

Sum Up:

(3 min)

Summarize the key concepts again for clarity.

Assessment:

(5 min)

Ask some students at random to share the words at random and challenge their class fellows to divide the words in syllables. Appreciate them for their correct responses.

Homework:

(2 min)

Write five words and its 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	5		40 Mins

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

Unit Name: Lucky Seeds **Topic:** Phonics Practice **Date:**

Objective(s):

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

Demonstrate conventions and dynamics of oral interactions in group to:

- Agree/ disagree politely

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 100-101

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Initiate the session by giving different situations to students where students have to share their point of views and opinions about the topic. E.g. Should animals be held captive? Does education lead to success?

Encourage them to participate. Use their answers to bring them towards showing agreement or disagreement in a polite manner.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to learn to agree or disagree politely. Tell them that can show their agreement on a certain topic by using words such as 'I agree', 'You are right' and can show disagreement in a polite way by saying 'Yes, I understand but my point is...'. Tell them they should always make use of polite language while sharing their point of views and opinions.

Activity 1:

Ask students to open textbook on page 100-101. Read the statement (i) from Listening and Speaking Practice Section. Make them read the given dialogue and practice it. Observe their way of communication and pronunciation. Correct them where required.

Activity 2:

Get the students involved in classroom discussion about the favorite fruit of students. Motivate them to participate. Appreciate their efforts.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Give students different situations and ask them to agree and disagree using polite words. Correct their mistakes.

Homework:

(2 min)

Share with your parents how to agree or disagree using polite 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	5		40 Mins

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

Unit Name: Lucky Seeds

Topic: Q/A

Date: _____

Objective(s):

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

- Use critical thinking to respond to the text (post reading):
- Relate their feelings and experiences to what is read.
- Expressing an 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:
open ended
- Read tables and charts in textbooks

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 101-102, chart paper

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Initiate the session by showing chart paper to the students. Ask them to explain or describe this picture in their own words. Note down their points on the board and appreciate them for their correct responses.



Main Activities/Concept Building:

(25 min)

Tell students that they are going to use critical thinking to respond to the text. Make them recall the unit, 'Lucky Seeds'. Ask students to open textbook on page 101 and answer the given questions. Appreciate them for their correct answers.

Ask them to share their opinions about the text. Did you ever experience such kind of situation? What are your views about the end of this story? Motivate them to share their answers. Appreciate them for their answers.

Give students different situations where a person comes to them to ask for help and what do they do to deal with this situation. Encourage them to boost their confidence. Clap for their performance.

Tell students that open-ended questions are the questions that allow for various response options. They do not have particular answers. They allow the individuals to answer according to their own opinions. Make them answer the questions in a logical manner. What is the moral of the story? Discuss in a few sentences. Do you think that Hussain did a good thing by helping the old man? Why? Correct their mistakes where required.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Make them learn about reading tables and charts in the textbook. Have them open their textbooks on page 101-102 and read the statement (ii). Make them read the given chart about 'how to keep your school clean'. Check their understanding by asking different questions. Appreciate them for their correct answers.

Sum Up: (3 min)

Give a brief summary of the concepts discussed in today's class.

Assessment: (5 min)

Assess your students by giving students a situation and asking open ended questions about it. Appreciate them for their answers.

Homework: (2 min)

Learn the answers to the questions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

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

Unit Name: Lucky Seeds **Topic:** Time to Think/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 Materials:

Chalk/marker, white-/blackboard, textbook pages 102

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Show this story poster to the students and ask them to find out the words which they consider important. Ask them to justify the reason for selecting the words which they consider important. Encourage them to share their answers and appreciate them for showing efforts.

A Visit to the Water Park

There is a new water park in town. We go there on the first day of summer.

It has pools and water slides.

There are sprinklers too. The slides are scary at first. After the first ride, we love the water slides.



The sprinklers are cool on hot days. One of the pools makes its own waves. All the kids try to surf the waves. It is really fun.

The water park can be very crowded. There are many kids and adults, but they do not allow pets.

We really like the ice cream at the snack bar. They also sell pop and donuts.

We all love the new water park.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to make a list of five compound words from the story. Make them open their textbook on page 102 and read the statement from the section 'Time to think'. Have them read the story again and make them find any five compound words in it and make their list. Appreciate them for their correct responses.

Activity 1: Make them open their textbooks on page 102 and read the statement from Vocabulary Section A. Have them read the given words with their meanings. Take rounds while they are reading the content.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Give them words and ask them to share its meaning.

Homework:

(2 min)

Write five sentences using words from the vocabulary.

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	5		40 Mins

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

Unit Name: Lucky Seeds **Topic:** Vocabulary **Date:** _____

Objective(s):

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

- (Revision)
- Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms.
- Join some words to make common compound words and use them in speech and writing.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 102-103

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask different questions from the students such as: Is it possible to create one word from another word?

Can we derive a new word from the spelling of another word? Encourage them to share their answers.

Then write some words on the board such as taste (state), vase (save), dusty (study). Then ask is it possible to create words from these given words? Ask them to create new words from the given words if they are able to create it. Appreciate them for showing efforts. Use their answers to bring them towards the concept of anagrams.

Main Activities/Concept Building:

(27 min)

Tell students that they are going to make words from anagrams. Ask them about anagrams if they have heard about it. Make them share their answers. Appreciate them for correct answers. Make them recall the concept of anagrams by telling them a word is made by arranging the letters of another word. Make them open the textbook on page 102 and read the statement (i). Have them write the anagrams of the given words. Take rounds while they are doing their work and help them where required.

Make them open their textbook on page 103 and read the statement (ii). Get them write the synonyms and antonyms of the following words. Check their work and correct their mistakes.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Give them some words and ask them to share its synonyms and antonyms.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

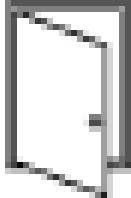
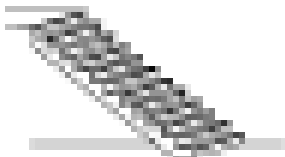
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Worksheet

Name: _____

Date: _____

Look at the pictures carefully and write anagrams of the following words.

odor 	palm 	bleat 
sitar 	rotates 	save 
sofa 	votes 	flesh 

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

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

Unit Name: Lucky Seeds **Topic:** Homophones, Homonyms/ Compound Words **Date:**

Objective(s):

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

- (Revision)
- Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms.
- Join some words to make common compound words and use them in speech and writing.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 103

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask different questions from the students such as : Do we have the words which have the same pronunciation? Can we have two words with similar sounds and pronunciations? Make them think about it and share their opinions. Encourage them to share their opinions and appreciate them for their responses. In this way, bring them towards the concept of homophones.

Main Activities/Concept Building: (25 min)

Tell students that they are going to revise and practice the use of homonyms and homophones. Ask them to open textbook on page 103 and read the statement (iii). Make them write the meanings of the given homonyms in their notebook. Also write sentences using these homonyms.

Get them open their textbook on page 103 and read the statement (iv). Get them circle the correct homophones in the given sentences. Observe them while they are doing their work.

Have them recall and practise the concept of compound words by opening the books on page 103 and read the statement (v). Make them use the given word bank to make compound words. Take rounds while they are doing their work and help them where they need it.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask students to solve the given worksheet.

Homework: (2 min)

Write five pairs of homophones with meanings.

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	5		40 Mins

Worksheet

Name: _____

Date: _____

Homonyms and Homophones

- Wow, did you see the big black _____. bear/bare
- I love to go on the lawn in my _____ feet. bear/bare
- I would like to _____ my bike. I wonder how much money I could get? cell/sell
- We are learning about the _____ in science. cell/sell
- Prisoners have a small _____ they sleep in. cell/sell
- My friend _____ me some chocolates yesterday. sent/cent
- I don't have a single _____ in my pocket. sent/cent
- I spotted a _____ on my puppy. flea/flee
- Quickly let's _____ to the basement before the tornado comes. flea/flee

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: Lucky Seeds

Topic: Pointing words

Date:

Objective(s):

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

Identify and illustrate extended use of words that point to something.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 104

Teaching & Learning Activities:

Opening Activities/Warm-up:

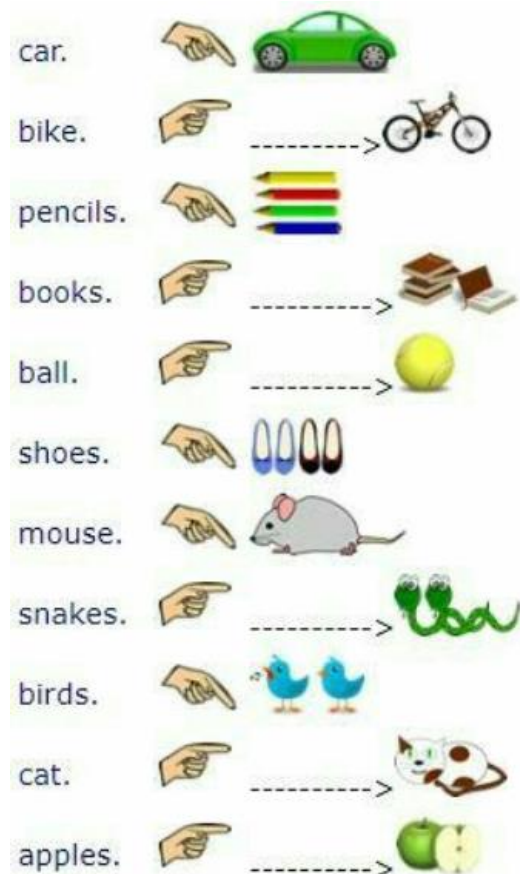
(5 min)

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

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

Show the poster given below to the students and ask them to explain the objects in relation to distance.

Observe their selection of words they have used to explain the distance. Use their answers to bring them towards the concept of pointing words.



Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn the use of pointing words. Ask them questions such as: How would you describe pointing words? Why are pointing words used? Check their background knowledge related to pointing words. Appreciate them for their responses. Tell them that the pointing words are used to point to people and things. We use 'this' (singular) and 'these' (plural) to refer to the things at near, and 'that' (singular) and 'those' (plural) to refer to the things that are far away.

Make them open textbook on page 104 and read the statement (i) from the Grammar section. Make them read the given sentences and notice the use of pointing words. Observe them while they are doing their work.

Make them open their textbook on page and read the statement (ii). Have them read the given sentences and underline the correct pointing words. Check their work and correct their mistakes.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Sum-up: (3 min)

Sum up the concept by giving a brief summary of the explanation and the use of pointing words.

Assessment: (5 min)

Solve the given worksheet.

Homework: (2 min)

Relearn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Worksheet

Name: _____

Date: _____

Complete the following sentences by using pointing words appropriately.

this → 	these → 
that → 	those → 

- 1) _____ is a computer game. → 
- 2) _____ are lorries. → 
- 3) _____ is a camera. → 
- 4) _____ is a kite. → 
- 5) _____ are balls. → 
- 6) _____ are watches. → 
- 7) _____ is a _____. → 
- 8) _____ is a _____. → 
- 9) _____ are _____. → 

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

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

Unit Name: Lucky Seeds **Topic:** Regular and Irregular Verbs **Date:** _____

Objective(s):

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

Recognize verbs as regular and irregular and use forms of more regular and irregular verbs.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 104

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write some sentences on the board. I talk to my sister every day. I forget to have breakfast. Ask students to find the main verb in these sentences. And then change these sentences into past tense by changing the main verbs in these sentences. Notice their use of past forms of verb. Appreciate them for their responses. In this way, bring them towards the concept of regular and irregular forms of verb.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to use forms of regular and irregular forms of verb. Ask them different questions about the use of verb and its different forms. Check their background knowledge related to the forms of verbs. Motivate them to share their responses. Tell them that regular verbs follow a regular pattern, i.e. the simple past participle ends in __d or _ed. Irregular verbs can end in a variety of ways, without any regular pattern in their simple past and past participle forms.

Activity 1:

Now ask students to open their textbooks at page 104. Read statement (iii) from the 'Grammar' section. Make them read the given regular and irregular verbs with their forms. Check their understanding by asking different questions.

Activity 2:

Ask them to open textbook on page 103 and read the statement (iv). Have them write any five regular and irregular verbs with their forms in their notebook. Check their work and correct their mistakes.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Give students some verbs and ask them to share its regular and irregular forms.

Homework:

(2 min)

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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Unit Name: Lucky Seeds

Topic: Use of should/ should not

Date:

Objective(s):

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

Illustrate the use of should/should not to express obligation.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 105

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Give students different situations where they will instruct to do particular thing or advise not to do any particular thing for instance (not to waste time) (not to fight with others) (time to reach somewhere).

Observe their choice of words while advising and giving instructions. In this way, bring them towards the concept of using 'should' and 'should not' in different ways.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn to use 'should' and 'should not' to express obligation. Ask from them about the use of 'should' and 'should not'. Make them share the use of 'should' and 'should not' according to their own views. Monitor their use of 'should' and 'should not' in their sentences.

Appreciate them for giving responses. Tell them that 'should' is used to talk about obligation or for advice. 'Should not' is used to advise against doing something which is not good for them.

Activity 1:

Ask them to open textbook on page 105. Read the statement (v) from the Grammar Section. Have them read the given sentences with 'should' and 'should not' and notice their use. Monitor their work while they are doing it.

Activity 2:

Get them open textbook on page 105. Read the statement (vi) from the 'Grammar Section'. Make them write two sentences using 'should' and 'should not' each in their notebook. Check their work and rectify their mistakes.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Solve the given worksheet.

Homework:

(2 min)

Write five sentences using 'should' to give instructions.

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	5		40 Mins

Worksheet

Name: _____

Date: _____

Complete the sentences using 'should' and 'should not'.

Should / Shouldn't



We use the word *should* to show that an action is correct or that we have a duty to do it.

I should do my homework tonight.

Fill in the blanks using *should* or *shouldn't*

1. I _____ do my homework before I go to bed.
2. They _____ run in the corridor in school.
3. He _____ push his friends in the playground.
4. We _____ make a birthday cake for our Dad's birthday party.
5. I _____ wait patiently at the bus stop for the bus to arrive.
6. You _____ hand in your homework late.
7. He _____ write neatly in his copybook.
8. We _____ be late for school.
9. I _____ be noisy in the library.
10. She _____ tidy her bedroom and keep it clean.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

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

Unit Name: Lucky Seeds

Topic: Grammar

Date:

Objective(s):

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

- Identify and use adverbs frequency.
- Recognize and use apostrophe with contractions.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 105

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask different questions from them and monitor their responses. Do you visit hill station regularly? How often do you read comics and story books? Have you ever been to any foreign country? Appreciate them for their responses and in this way bring them towards the concept of using adverbs of frequency.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn the use of adverbs of frequency. Ask them about adverbs and make them share its explanation. And ask questions from them about frequency. Combine both of the terms and make them share its meaning and its purpose of using it in a sentence. Clap for their responses. Tell them that adverbs of frequency are used to tell how often or frequently something happens.

Activity 1:

Now read statement (vii) from the 'Grammar' section. Ask students to read the given sentences and notice the use of adverbs of frequency. Monitor their work and help them if they have any ambiguity while understanding the concept from the given sentences.

Activity 2:

Write some words on the board such as 'cannot' and 'can't' and ask them to pronounce these words and describe the difference if it exists. Tell them that cannot is a full form and can't is a short form and apostrophe (') indicates missing letters. Tell them apostrophe (') is used to mark the missing letters in contractions.

Ask students to open textbook on page 105. Read the statement (viii) from Grammar Section. Make them read the given sentences and notice the use of the apostrophe. Help them where required.

Get them open textbook on page 105. Read the statement (ix) from Grammar Section.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Give them some words and ask them to change the full forms into contractions.

Homework:

(0 min)

Write five sentences using contractions.

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	5		40 Mins

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

Unit Name: Lucky Seeds **Topic: Guided Writing** **Date:** _____

Objective(s):

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

- Use appropriate vocabulary and tense to write a simple paragraph by
- Explaining a process or procedure
- Revise written work for correct:
 - Spelling and punctuation
 - Pronoun-antecedent agreement
 - Subject-verb agreement
- Tenses

Resource Materials:

Chalk/marker, white-/blackboard, Textbook page 106

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Initiate the session by asking students to look at the picture and describe in their own words whatever they



see in this picture. Appreciate them for giving responses.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn to write a paragraph using vocabulary, spelling, punctuation, pronoun-antecedent agreement and subject-verb agreement appropriately. Make them recall the concept of subject verb agreement and pronoun-antecedent agreement.

Activity 1: Ask students to read the statement (i) from the guided writing section. Hussain's children are making cream fruit chaat for their school friends. Let them read the method they will use. Monitor them while they are reading the information and address their queries.

Activity 2: Now read statement (ii) from the guided writing section. Make them find the recipe of their favourite dish on the internet and write it in their own words in their notebook.

Sum Up:

(3 min)

Summarise the key concepts to clear their ambiguities.

Assessment:

(5 min)

Ask some students to solve the given worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

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

Unit Name: Lucky Seeds **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 106

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Write title on the board, 'My favorite food'. Ask students to share points related to this topic. Note down all the points on the board. Arrange all the points in a logical manner. Clap for them for showing efforts.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to do some creative writing. Write topic on the board such as: 'Keeping our country clean'. Ask them some questions to develop an understanding of the topic. Why is it necessary to keep one's country clean? How can we keep our country clean? What part do you play in keeping your country clean? Appreciate them to share their opinion and point of views. Arrange all the points on the board in a logical manner.

Activity 1:

Ask students to open their textbooks at page 106. Read statement from the 'Creative Writing' section. Ask students to write a paragraph about how we can help others. Encourage them to write grammatically correct sentences using correct spellings. Appreciate them for their work.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask students to share the ways they can help others.

Homework: (5 min)

Revise the work done in classroom.

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	5		40 Mins

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

Unit Name: Lucky Seeds **Topic: Review 3** **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 107-108

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write some words on the board and ask students to divide the given words into syllables. Ask them about the reasons for dividing the words into syllables this way. Make them pronounce the word, the way they have divided it into syllables. Encourage them to participate and appreciate them for their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall and practise the use of 'ed' ending sounds, syllable division, creative writing, arranging the words alphabetically according to second letters, and defining the given elements of a story.

Ask students to open their textbooks at page 107 and read the statement (i) from the 'Oral Communication' section. Make them read the given sentences and underline the words with the 'ed' ending sounds. Then write them in the correct columns. Check their work and correct their mistakes.

Have them open their textbook on page 107 and read the statement (ii) from the 'Oral Communication' section. Make them read the given words and divide them into their syllables and ask them to write the number of syllables of the given words.

Get them open their textbook on page 107 and read the statement (iii). Get them involved in a debate where they will talk about extracurricular activities are good or not. Boost their confidence by motivating them to participate.

Now read the statement (iv). Make them share the way they will get permission from their parents if they have to go to the Lahore Museum for a trip. Clap for them for showing efforts.

Make them open textbook on page 107 and read the statement (i) from Reading and Critical Thinking Section. Get them arrange the words alphabetically according to their second letters. Appreciate them for their correct answers.

Now read the statement (ii) from Reading and Critical Thinking Section. Make them define the given elements of a story. Appreciate them for their performance.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Make pairs of students. Ask them to share their point of views about extracurricular activities.

Homework:

(2 min)

Revise 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	5		40 Mins

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

Unit Name: Lucky Seeds **Topic:** Review 3 **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 108

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write some pairs of homophones and ask them to share the meanings. Clap for them for giving correct answers.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to practice the use of homophones, making compound words, using personal pronouns in the sentences. Tell students they are also going to revise and practice the use of forms of verb, adverbs of place and adverbs of frequency and making use of can, cannot, may and may not and will practice creative writing.

Activity 1:

Now read statement (i) from Aspects of Language Section. Make them write the homophones for each of the given words. Take rounds while they are doing work.

Read statement (ii) and have them make compound words from the given root words. Appreciate them for their work.

Read statement (iii) and make them write sentences using the given personal pronouns. Check their work and rectify their mistakes.

Read statement (iv) and make them complete the given tables. Correct their mistakes where required.

Read statement (v) and have them circle the adverbs of place and underline the adverbs of frequency in the given sentences. Monitor their work.

Read the statement (vi) and make them write sentences using 'can', 'cannot', 'may' and 'may not'. Appreciate them for their work.

Read statement (i) from the Writing Section and make them write a recipe of their favourite dessert. Encourage them to share their ideas.

Read statement (ii) from the Writing Section. Have them write a short note to their grandmother thanking her for the storybooks she sent you. Boost their confidence to write appropriately using correct spellings and sentence structures.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Write base form of verbs and ask them to share its second and third forms.

Homework:

(2 min)

Relearn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: Internet Stranger Danger

Topic: Prediction/Reading

Date:

Objective(s):

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

- Use pre-reading strategies to: Predict the content of a text from topic/ pictures, title/headings etc. by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: to use context to infer missing words.
- Read the text.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 110-111, picture

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Initiate the session by showing pictures to the students given in the unit as a pre-reading strategy. Ask them to describe the picture in their own words and predict the content that is coming to their way. After showing the picture, ask different questions from the students such as:

- How do you save yourself from a dangerous situation?
- Why is personal safety important in our lives?
- Look at the given pictures and explain why the boy is in danger?



Main Activities/Concept Building:

(25 min)

Tell students that they are going to read a unit, 'Internet Stranger Danger'. Ask them different questions to bring them towards the expected dangers of internet. Do you use internet? Do you use internet when your parents are around? Do you use social media? How do you deal with people who are not known to you? Motivate them to share their responses. Ask students to open textbook on page 111. Read the unit and model it with appropriate pronunciation and intonation. Ask different questions from the students to check their understanding related to the text. While they are reading the text, ask their opinions and point of views about the story.

Activity 1:

Divide the class in pairs and ask them to share the points and aspects that they have understood while reading the text. Appreciate them for sharing the information.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask some students at random to share the dangers that they may face while using internet.

Homework:

(2 min)

Revise 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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: Internet Stranger Danger

Topic: Unit Text 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 112

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Initiate the session by asking questions such as if they have experienced any unusual or unexpected situation while using the internet and how did they deal with it. Boost their confidence so that they are able to share their experiences.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read the remaining text of the unit, 'Internet Stranger Danger'. Before moving towards the text, ask students to recall the unit and share what they remember so far about the read text. Appreciate them for their answers and giving correct responses. Now start reading the text. Model the text with appropriate pronunciation, stress and intonation. Make them share the information that they have learnt from this unit. Appreciate them for participating in the discussion.

Sum-up:

(3 min)

Summarise the key concepts given in this unit for better understanding.

Assessment:

(5 min)

Assess your students by asking them to share the ways that can keep them safe while using the internet.

Homework:

(2 min)

Re read the unit.

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	5		40 Mins

Worksheet

Name: _____

Date: _____

List five ways to stay safe online.



1. _____

2. _____

3. _____

4. _____

5. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: Internet Stranger Danger

Topic: Phonics Practice

Date:

Objective(s):

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

Use a dictionary to find out how words are divided into syllables.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 113, picture, dictionary

Teaching & Learning Activities:

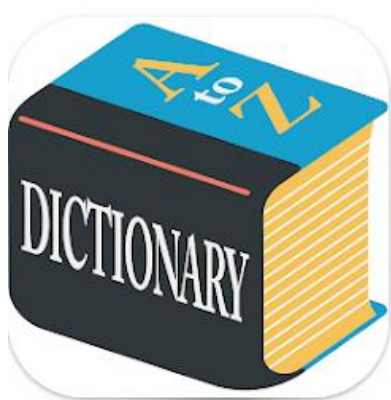
Opening Activities/Warm-up:

(5 min)

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

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

Show the picture of a dictionary to the students and ask them questions such as: what is the object shown in the picture called? Do they use it? For what purpose they use it? Appreciate them for giving responses.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn to use a dictionary to find out how words are divided into syllables. Write some words on the board and ask students at random to come forward. Handover dictionary to students and ask them to find out a word. Monitor them the way they are trying to locate words. Ask them why they have used this technique to find a word. Tell students that a dictionary is a book which lists the words of a language in alphabetical order and gives their meanings. It also provides pronunciation and the number of syllables of words.

Ask them to open textbook on page 113 and read the statement (i) from the Phonics Practice Section. Ask them to look and read the dictionary page to understand how words are divided into syllables. Monitor them while they are doing their work.

Ask students to open textbook on page 113 and read the statement (ii). Make them find the given words in a dictionary and write their meanings along with their number of syllables. Then make them use these words in sentences of their own in their notebook. Take rounds while they are doing their work.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask some students at random to challenge their class fellows by giving them words and to find out its meaning in the dictionary.

Homework:

(2 min)

Ask your parents to assign you words and locate its meaning in a dictionary.

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	5		40 Mins

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

Unit Name: Internet Stranger Danger **Topic: Vocabulary** **Date:** _____

Objective(s):

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

- Demonstrate conventions and dynamics of oral interactions in group to: lead and follow
- Use critical thinking to respond to the text (post reading):
- Expressing an 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: personal response

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 113-114

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Initiate the session by asking students to recall the unit, 'Internet Stranger Danger' and share their own opinions about the text. Was it helpful or informative? Do they know the information already that was shared in the unit? In this way, bring them towards the concept of personal response?

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn to orally interact in group, critically think, role play the unit story and giving personal response.

Activity 1:

Now ask them to open their textbooks at page 113 and read the statement from Listening and Speaking Practice. Make them read and practise the given dialogue. Monitor them while they are doing their work.

Activity 2:

Ask students to open textbook on page 114 and read the statement (i). Make them answer the questions. Check their work and correct their mistakes.

Activity 3: Give students some situations and ask them to share their responses about it. Tell students that personal response questions are those questions in which we provide our own opinion about the text. Ask students that have you ever met internet stranger danger? How did you cope with it? Share your experience in a few sentences. Check their work and appreciate them for showing efforts.

Sum-up:

(3 min)

Sum up the concept for better understanding and clarity.

Assessment:

(5 min)

Ask students to share the part they have liked about the story and why have they liked it? Encourage them to share their responses.

Homework:

(2 min)

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Internet Stranger Danger

Topic: Study Skills

Date:

Objective(s):

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

Identify and utilize effective study skills e.g. brainstorming ideas, using illustrations and note-taking and making a mind map.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 114

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Show the picture given below to the students and ask them to describe it in their own words. Ask them to list the items in this picture, and what are these things used for?



Main Activities/Concept Building:

(25 min)

Tell students that they are going to read about note taking strategy. Ask students different questions: Do you know the term, 'note-taking'? Have you ever used the technique of note-taking during studies?

Appreciate them for their responses. Tell them that note taking is a study skill used to highlight important information, summarize the given text, review and study later.

Ask them to open textbook on page 114 and read the statement (ii). Make them read the given paragraph and underline important information in it and summarize it in 3-4 sentences.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to solve the given worksheet.

Homework:

(2 min)

Share the work done in class 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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Internet Stranger Danger

Topic: Reading & Critical Thinking/Vocabulary

Date:

Objective(s):

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

- Reading and critical thinking.
- Memorise the vocabulary words with their meanings.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 114-115

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students different questions like what they do if they have to search out for the information that is not available in the textbook. What are different ways that they use to get information and knowledge?

Appreciate them for their answers. In this way, bring them towards the concept of using internet.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to think and write in a critical manner. Give them a topic such as 'Negative effects of Eating Junk Food on Health'. Make them share their ideas and write it down on the board. Appreciate them for their responses.

Activity 1:

Ask students to open their textbook on page 114 and read the statement from the Section 'Time to Think'. Make them search the internet and read demerits of using the internet and write down some important points in their notebook. Make them share the ideas with their class fellows.

Activity 2:

Ask students to open textbook on page 115 and read the statement (i) from 'Vocabulary' Section. Make them read the given words with their meanings. Monitor them while they are doing their work.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Make them share the meanings of the newly learnt words.

Homework:

(2 min)

Write five sentences using the newly learnt vocabulary.

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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: Internet Stranger Danger

Topic: Parts of Speech

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 Materials:

Chalk/marker, white-/blackboard, textbook page 115

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 pictures given below and ask them to describe the pictures in their own words. What are the things that you see in this picture? They will use different sentence combinations and parts of speech to explain these pictures. Use their answers to bring them towards the concept of parts of speech.



Main Activities/Concept Building:

(25 min)

Tell students that today they are learn and recall the concept of parts of speech. Have them share the information related to parts of speech and their use in sentence making. Tell them that nouns, pronouns, adjectives, verbs, adverbs, prepositions, etc. are called parts of speech. Appreciate them for giving correct answers. Ask them to open textbook on page 115 and read the statement (ii) from the 'Vocabulary' section. Make them read the lesson again. Have them underline the parts of speech to fill in the given boxes appropriately. Check their work and correct their mistakes.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share the objects they see in their classroom and outside classroom and link with parts of speech.

Homework:

(2 min)

Write five sentences using parts of speech.

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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: Internet Stranger Danger

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.
- Identify and use question words why and how often, etc

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 115

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 to the students and ask students that how would they use the situation for questioning? (If someone does not attend school-reason for absence) (to ask about location of something) (to ask about someone health). Ask students to use the situations in their words.

Use their utterances and output to teach them the use of question words.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about using question words. Ask different questions from the students such as: Do you ask questions? What kind of questions do you ask? Do you feel difficulty in making questions? What kind of words do you use for asking questions? Do you know about question words? Appreciate them for their answers. Correct them where required. Tell students that question words are used to ask questions. 'How much', 'How often', 'How many', 'When', 'Why', 'Where' are used as question words.

Ask students to open textbook on page 115 and read the statement (i) from Grammar Section. Make them read the given sentences to understand the use of question words. Take rounds while they are reading the information.

Ask students to open textbook on page 115 and read the statement (ii) from Grammar section. Make them write sentences using the given question words. Check their work and correct their mistakes.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Give students some situations and ask them to create questions out of them.

Homework:

(0 min)

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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Unit Name: Internet Stranger Danger

Topic: Prepositions of Movement & Direction

Date:

Objective(s):

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

Demonstrate use of words showing movement and direction.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 116

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to tell what they see in this picture? Ask them to explain the objects and their positions in the pictures. Appreciate them for their correct responses. Use their responses as a reference to teach them the concept prepositions of movement and direction.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to demonstrate the use of words showing movement and direction. Ask student different questions like what they know about prepositions. Can they list some prepositions? What's the role of prepositions? Motivate them to share their answers. Appreciate them for their correct responses. Tell students that prepositions of movement and direction show movement and direction to or from a place.

Activity 1:

Ask students to open textbook on page 116 and read the statement (iii). Have them read the given sentences and notice the use of prepositions of movement and direction. If they have any queries, address them.

Activity 2:

Ask students to open textbook on page 116 and read the statement (iv). Make them fill in the blanks with the correct prepositions of movement and direction using the given word bank. Check their work and correct their mistakes.

Sum Up:

(3 min)

Summarise the key concepts again to clear any ambiguity.

Assessment:

(5 min)

Ask students to share prepositions of time and direction.

Homework:

(2 min)

Write five sentences using prepositions of direction.

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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: Internet Stranger Danger

Topic: Simple Present Tense

Date:

Objective(s):

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

Illustrate the use of simple present tense in speech and writing.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 117, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to share their routine life such as: when do they get up in the morning? What do they have in breakfast? At what time do they reach to school? Observe their use of tenses in sentences. Use their answers as a reference to teach them simple present tense.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to illustrate the use of simple present tense in speech and writing. Ask students that what are different type of tenses that they know? Do they know simple present tense and its use? Appreciate them for correct responses. Tell students that the simple present tense expresses an action that is regular or habitual. It also describes facts or things that always happen.

Ask students to open textbook on page 117 and read the statement (v). Make them read the given structures in the simple present tense. Observe them while they are doing their work.

Ask students to open textbook on page 117 and read the statement (vi). Have them read the given sentences.

Ask students to open textbook on page (vii) and read the sentences. Make them change the given sentences into negative and interrogative sentences and write them in their notebook. Check their work and rectify their mistakes where required.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to solve the given worksheet.

Homework:

(2 min)

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	5		40 Mins

Worksheet

Name: _____

Date: _____

Complete the sentences using the simple present tense.



1. I _____ in Class 5. (study)
2. I _____ football every Saturday. (play)
3. My mother _____ coffee only in the morning. (drink)
4. I hope Dad _____ something good this evening. (cook)
5. I _____ up at 6 o'clock. (wake)
6. I _____ out of bed by 6.30 a.m. (get)
7. I often _____ my mother's slippers. (wear)
8. It never _____ in Lahore. (snow)
9. Miss Iman _____ us English. (teach)
10. The earth _____ around the sun. (revolve)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 6

Unit Name: Internet Stranger Danger

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 Materials:

Chalk/marker, white-/blackboard, textbook page 117

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write some words on the board such as check-in, up-to-date, long-term, state-of-the-art features. Ask students that are these words written correctly? Should the dashes between the words be removed? Or 'Should we keep the dashes between these words? Motivate them to share their responses. Praise them for their efforts. Use their answers as a reference to teach them the concept of hyphen.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to recognize and use hyphen with common compound words. Ask students do they know what hyphens are? Ask them to the purpose of using hyphens. Clap for them for their answers. Tell students that a hyphen (-) is used to join two or more words together. It is usually used with numbers and fractions.

Ask students to open textbook on page 117 and read the statement (viii). Make them read the given hyphenated words. Ask different questions to check their understanding.

Ask students to open textbook on page 117 and read the statement (ix). Make them write five words using the hyphen with numbers and fractions in their notebook. Check their work and rectify their mistakes.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share some examples of using hyphens with common compound words.

Homework:

(2 min)

Revise 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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 7

Unit Name: Internet Stranger Danger

Topic: Writing a Paragraph

Date:

Objective(s):

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

- Select and use some strategies e.g. brainstorming, mind mapping or making outlines, etc. to gather and organise ideas for their own writing.
- Use the reading texts as models for their own writing
- Write a short passage, anecdote, fable, etc., for pleasure and creativity.
- Revise written work for correct:
 - Spelling and punctuation
 - Pronoun-antecedent agreement
 - Subject-verb agreement

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 118, picture

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Initiate the session by showing the picture given below to the students. Ask students to share their ideas about the picture. What do you see in this picture? What is this picture all about? Motivate them to share their answers.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn to organize ideas for their own writing, and produce a piece of writing using appropriate spelling and punctuation, pronoun-antecedent agreement, subject-verb agreement.

Ask students to open textbook on page 118 and read the statement (i) from the guided writing section. Make them fill in the given mind map about the benefits of using internet. Take rounds while they are doing their work.

Ask students to open textbook on page 118 and read the statement (ii) from the guided writing section. Make them use the information given to write a short passage about the benefits of using the internet in their own words in their notebook. Check their work and monitor their use of subject-verb agreement and pronoun-antecedent agreement.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share their work with class fellows.

Homework:

(2 min)

Revise the work 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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: Internet Stranger Danger

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 118, poster

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Show this poster to the students and ask them to describe what they see in this poster. Make them name the different professions and characteristics of that profession. Encourage them to share their ideas. In this way, bring them towards the concept of creative writing.



Main Activities/Concept Building:

(25 min)

Tell students that today they are going to do creative writing. Ask students different questions such as: what are their future goals? What do they want to become when they grow up? Which profession do they like and why?

Ask students to open textbook on page 118 and read the statement from creative writing section (B). Make them write a paragraph about someone who has a profession that they admire. What do they find inspiring about their job? Check their work and correct their mistakes.

Solve the worksheet by looking at the pictures and selecting their appropriate profession/occupation.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Have them share their work with class fellows by giving small presentations.

Homework:

(2 min)

Read the text on page 23 of the textbook.

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	5		40 Mins

Worksheet

Name: _____

Date: _____

Look at the pictures carefully and read the options. Write the appropriate profession/ occupation against each picture.



Iman is a _____

- Player
- Nurse
- Veterinarian



Mr. Asad is an _____

- Engineer
- Architect
- Electrician



Ahmed is a _____

- Gardener
- Firefighter
- Reporter



He is a _____

- Vendor
- Butcher
- Trader



Bilal is a _____

- Painter
- Photographer

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: Art Beat: The Art Competition

Topic: Reading

Date:

Objective(s):

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

- Use pre-reading strategies to: Predict the content of a text from topic/ pictures, title/headings etc. by using prior knowledge.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to:
- Generate questions to understand text.
- Read the text.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 119-121

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Initiate the session by asking questions from the students such as: Do you know what competitions are?

Share the name of different competitions. Have you taken part in any competition? Praise them for sharing their ideas and responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read the complete unit "Art Beat: The Art Competition". Tell them that it's a unit about students' efforts to create a brochure and to write all the relevant and required information in it. Show the pictures to the students given on page number 119 and make them predict the content and story. Ask questions: Share the name of some extra-curricular activities conducted in their school. Have you ever taken part in any competition at school? Share your experience. Appreciate them for sharing their responses.

Make students think about the use of brochure. Have you seen brochures? What kind of information is given on the brochures? Make them think critically about the text. Make them share their opinions and thoughts about the topic.

Have them open their book on page 119-121 and start reading the content. Model the reading content with appropriate pronunciation, intonation and stress. Ask students to read it appropriately. Ask the while reading questions to check their understanding of the text.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share their opinions related to the unit and what specific aspect and point do they like about the story.

Homework:

(2 min)

Re read the 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	5		40 Mins

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

Unit Name: Art Beat: The Art Competition **Topic:** Weak Forms **Date:**

Objective(s):

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

Pronounce the weak form of will/shall and not in contractions.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 122

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 contractions weak form. Call some students at random to share some examples of these concepts. They must reply, 'didn't, don't, I've, etc.

Main Activities/Concept Building:

(25 mins)

Activity 1: Tell students that today they are going to read about weak form of will/shall and not in contractions. Tell students to open textbook page 122. Explain to them that the weak forms of 'will not' and 'shall not' are 'won't' and 'shan't'. Read the given statement from the 'Phonics Practice section' aloud. Ask them to read the given sentences by focusing the strong and weak forms of short forms of 'will not' and 'shall not' with correct pronunciation.

Activity 2: Read the given statement (2) from the 'Phonics Practice section' aloud. Ask students at random to make a sentence by using the 'will not' or 'shall not' and share with you. Once they done ask them to say the sentence by using 'won't' and 'shan't' in the place of 'will not' or 'shall not'. Write these sentences on the board. Involve maximum students in this activity. After that ask them to make two sentences of their own using 'won't' and 'shan't' in their notebooks.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students at random to share some examples.

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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Unit Name: Art Beat: The Art Competition

Topic: Express Needs, Feelings and Ideas

Date:

Objective(s):

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

Demonstrate conventions and dynamics of oral interactions in group to express needs, feelings and ideas.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 122

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Engage students in a discussion. Ask students to discuss how they often express their needs, feelings and joy. Share your own personal experiences to them for their better understanding. Encourage them to participate actively. Note their responses.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to read about expressions to express needs, feelings, ideas and joy. Tell them we should use polite expressions during a conversation to express needs, feelings, ideas and joy. Share some common expressions of expressing feelings and joy to them.

Expressions to express feelings

Well, it's been a nice / good / bad day.
Actually,... / The thing is...
To be honest... I feel good / bad, etc.
I'm sad / angry / glad about...
Thanks for asking, but I really don't want to talk about it right now...

Activity 1: Ask students to open textbook page 99-100. Read the given statement from the 'Listening and speaking section' aloud. Read the given dialogues aloud and ask students to read after you.

Activity 2: Write different situations on the board. Ask students to tell what you will do:

- If you hurt or tease someone.
- If you say thanks to someone.
- If you tell your parents you got highest marks.
- If you share a new idea for your science with your group members.

Take responses from different students. Try to involve all students in the activity. Appreciate them for their correct responses. Get students into pairs and ask them to pick any situation and express their feelings.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Make pairs of students and ask them to discuss how you express sadness, anger or happiness.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: Art Beat: The Art Competition

Topic: Q/A

Date:

Objective(s):

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

- Use critical thinking to respond to the text (post reading): Relate their feelings and experiences to what is read.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: Factual.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 123

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 to share some points about how can they resolve their conflicts with each other and the other student will write the points on the sticky note. Involve all students in the activity. After that, call some pairs in front of the class and encourage them to share what they have written on the sticky notes. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn different questions related to the unit. Explain to students that factual questions are those questions in we can answers in the form of facts directly in the text. We need to read the text very carefully to find facts. Further explain them that the word 'factual' comes from the word 'FACT', and as the word suggests, this type of question requires you to retrieve facts given in the passage. For this type of question, we do not use those facts in answers which are not given in the passage. Tell them that who, what, where, when, why and how questions are types of factual question. Give them more examples of factual questions such as:

- Why did the students stop doing their homework?
- What do we associate with talking?
- When did students make the brochure?

Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 123. 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 ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK&FEDERAL)	English	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 6

Unit Name: Art Beat: The Art Competition

Topic: Calendar

Date:

Objective(s):

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

- Locate specific information in a calendar.
- Locate specific information in a class timetable.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 123-124

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a calendar to the class and paste it on the wall. Call some students at random and ask his/her to circle their birthday with marker on that calendar. Note their responses.

Main Activities/Concept Building:

(27 min)

Activity 1:

Tell students to open textbook page 123. Read the given statement (2) from the 'Comprehension section' aloud. Ask them to look at the given calendar carefully. Explain to students that calendar is a chart showing the days, weeks, and months of a particular year, or giving particular information about special days of the particular year. Explain the concept by giving examples of different days from the calendar. Read the given statement (ii) from the 'Comprehension section' aloud. Ask them to read the given questions and write their answers in their textbooks.

Activity 2:

Tell students to open textbook page 124. Show them the given time table in the 'Comprehension section'. Ask them to look at the given timetable carefully. Show their class timetable as well for more clarity of the concept. Ask different question related to their class timetable. Read the given statement (iii) from the 'Comprehension section' aloud. Ask them to read the given questions and write their answers in their textbooks.

Sum Up:

(3 min)

Ask them to read the answers to these questions 2 -3 times aloud.

Assessment:

(5 min)

Ask any random student to answer any question you ask.

Homework:

(0 min)

Ask them to learn the answers to these questions on textbook page 123-124.

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	5		40 Mins

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 7

Unit Name: Art Beat: The Art Competition

Topic: Critical Thinking/Vocabulary

Date:

Objective(s):

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

- Reading and critical thinking.
- Memorise the vocabulary words with their meanings.
- Spell words studied in class both orally and in writing
- Take dictation of words studied in class.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 124

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 any brochure to the students and ask them to note down the points which they consider important. Ask them to justify the reason for selecting the points which they consider important. Encourage them to share their answers and appreciate them for showing efforts.

Main Activities/Concept Building:

(25 min)

Activity 1:

Bring at least 4-5 brochure related to food items in the class. Tell students that they are going to read different brochure about different food items. Ask student at random to read the brochures. After that ask different students to share a point from the brochures which they consider important or attractive. Make them open their textbook on page 124 and read the statement from the section 'Time to think'. Make them find any five common features or points in it and make their list. Appreciate them for their correct responses.

Activity 2:

Make them open their textbooks on page 124-125 and read the statement from Vocabulary Section A. Have them read the given words with their meanings. Take rounds while they are reading the content. Ask them to read and learn all words with correct spelling from Vocabulary Section A. Once they have done, take dictation. (You may take dictation next day).

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Give them words and ask them to share its meaning.

Homework:

(2 min)

Read and learn difficult words with correct spelling.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name: Art Beat-The Art Competition

Topic: Joining words

Date:

Objective(s):

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

Demonstrate use of joining words learnt earlier

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 125

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 and ask students to join two words by using any word. Encourage students to come up with response like apple and banana, rain and umbrella, etc.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about joining words. Ask them to recall the concept of joining words and explain that words that are used to join words, sentences and phrases are called joining words.

Activity 1: Divide the students in 5-6 groups. Write the name of each group on small paper strips. Circulate the strips. Each group that will get the strip will read out the name of the other group written on the strip and select any joining word for that group and ask them to create a sentence using joining word and write a sentence as well. Allot marks to students for doing the task correctly and if they make sentences incorrectly then they will be instructed to do it again.

Activity 2: Ask students to open textbook on page number 125 and recall the concept of joining words by reading out the sentences. Ask them to solve the exercise on page number 125 by choosing the correct words from the given options. Encourage students to come up with more different sentences that can demonstrate the use of joining words.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recapitulate the concept of joining words by making the sentences using the objects present in their surroundings.

Homework:

(2 mins)

Revise the concept 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	5		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Unit Name: Art Beat-The Art Competition

Topic: Statements and Questions

Date:

Objective(s):

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

- Identify and write sentences that state/ negate something, or ask a question.

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".

Write few questions on the board, for example, what do they have in their breakfast? or how are you feeling today? etc. Note their responses on the board under the relevant questions.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to study about statements and questions. Make them understand that statements are simple sentences. They give information or negate something, whereas questions are used to ask different things. Explain the concept the examples written on the board.

Activity 1:

Ask students to open book at page 26 and encourage them to read sentences written there. Help them differentiate between questions and statements. Motivate them to come up with more examples on their own.

Activity 2:

Now ask students to solve the activity given on page 126 (iv). Encourage them to read the sentences aloud and help them to identify statement or question. Instruct them to write 'S' for statement and 'Q' for question.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Call students at random to the front of the class and instruct them to ask questions from students and let other students answer them.

Homework:

(2 mins)

Write 2 questions and 2 statements in notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Unit Name: Art Beat-The Art Competition

Topic: Wh-Question Words

Date:

Objective(s):

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

- Recognize the function of wh forms used in questions
- Respond to, and ask more wh questions.

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".

Write the few questions starting with 'wh' on the board and ask students to come up with their answers. Note their responses on the board.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about wh- question words. Explain them that these are the words that are used to ask questions.

Activity 1: Now make them open page 126 of their textbook and ask them to read the question words starting with each question word. Explain the use of each question word to the students and ask them to come up with more questions using these question words. Motivate them for active participation in the classroom.

Activity 2:

Now ask students to solve the next activity given on the same page. Ask them to read the statements and encourage students to make questions for them using wh-question words. Monitor their responses and make correction where required.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students at random about the concept explained in the classroom.

Homework:

(2 mins)

Make at least 5 questions using the question words in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Unit Name: Art Beat-The Art Competition

Topic: Present Continuous Tense

Date:

Objective(s):

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

- Illustrate the use of present continuous tense in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 127

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 about their ongoing activities in the classroom and compare it with the activity they did in the morning before coming to school in order to make them understand the concept of ongoing moments or activities.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to study about present continuous tense and explain them that it expresses an action that is in progress at the time of speaking.

Activity 1:

Ask students to open page 127 of their textbook and encourage them to read the sentences aloud. Now explain the structure of present continuous tense of each sentence highlighting its affirmative, interrogative and negative use by giving more examples on the board.

Activity 2:

Now ask students to read the sentences carefully. Instruct them to choose the correct word from the given options. Help students during the activity. Make them correct if required and note all correct responses on the board.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Write five sentences using the present continuous tense in notebooks.

Homework:

(2 mins)

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	5		40 min

Worksheet

Name: _____

Date: _____

Present Continuous Tense

Complete the sentences by using the verbs given in brackets.

- I _____ a horse. (ride)
- You _____ with us right now. (come)
- She _____ on the floor. (not/dance)
- Yes, Ram is _____ today's event. (host)
- The Chief Minister is _____ the flag. (hoist)
- _____ they _____ in the drama? (act)
- He is _____ his new business. (start)
- She _____ them the value of education. (realize)
- Am I _____ you right now? (trouble)
- He is _____ the workshop. (open)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name: Art Beat- The Art Competition

Topic: Punctuation

Date:

Objective(s):

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

- Recall the rules of punctuation learnt earlier.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 127

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

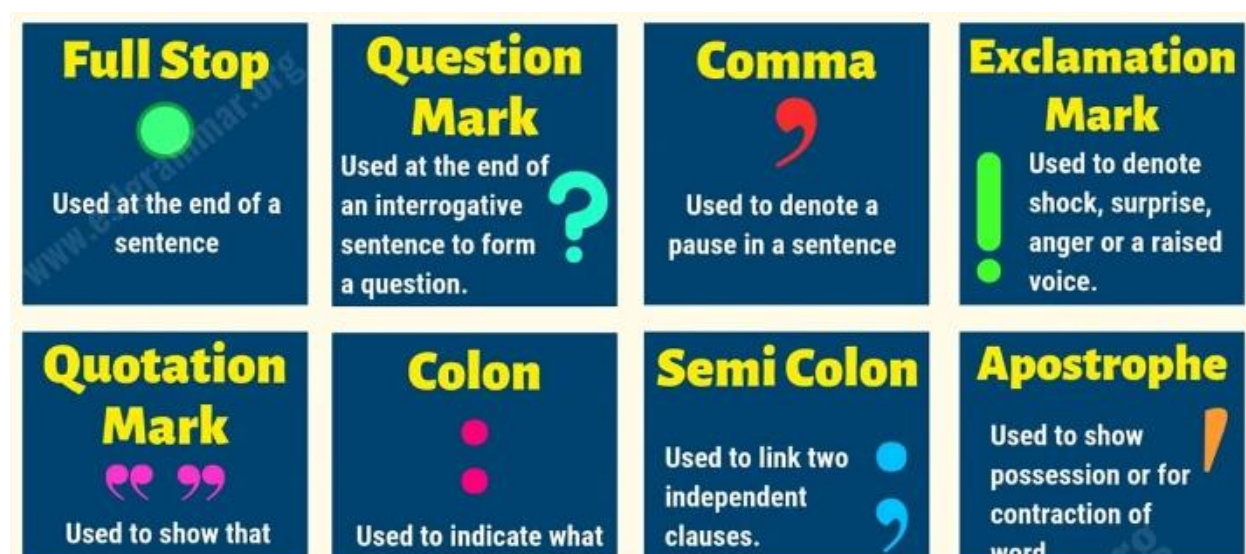
Ask students about the use of different punctuation marks. For example, ask them what to put at the end if there is a statement in the form of question or what is the use of comma? Encourage them to actively participate in the activity.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall the use of punctuation marks learned earlier.

Activity 1:



Show this picture to students and make them recall the use of different punctuation marks.

Encourage them to come up with the use of these punctuation marks. Call students at random and ask them to write sentences on the board. Appreciate them for their correct responses.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Activity 2:

Instruct students to read paragraph on page 127 carefully and apply the correct punctuation marks where required by writing the paragraph in their notebooks.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask some random questions about the use of different punctuation marks.

Homework: (2 mins)

Revise the activity done in classroom.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 6

Unit Name: Art Beat- The Art Competition

Topic: Guided Writing

Date:

Objective(s):

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

- Identify expository paragraph to note differences.
- Use appropriate vocabulary and tense to write a simple paragraph by writing an expository paragraph explaining a process or procedure.
- Recognize the function of different question words and key words to write appropriate short answers.
- Complete a simple paragraph using the given words, phrases, and sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 128

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

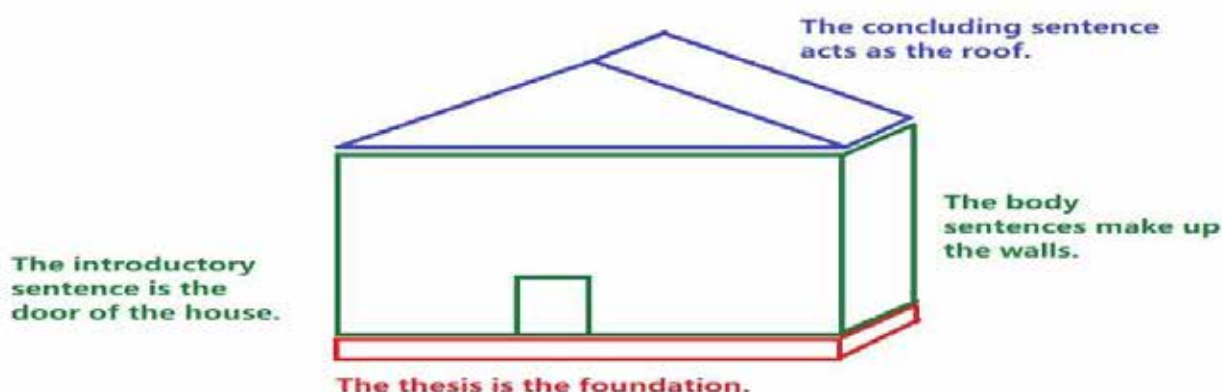
Ask students to share about their any of their favourite places. Encourage them to participate in the activity.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to study about expository writing.

Activity 1: Explain students that the main aim of an expository paragraph is to provide an effective explanation of a topic. While a descriptive paragraph strives to describe a subject and a narrative paragraph seeks to show personal growth, an expository paragraph tries to explain a topic or situation. Thus, expository paragraphs are written as if the writer is explaining or clarifying a topic to the reader. Since an expository paragraph is trying to clarify a topic, it is important that its sentences provide the categories or reasons that support the clarification of the topic. Moreover, these categories and reasons also provide the framework for the organization of the paragraph.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Activity 2:

Now ask students to open textbook at page 28 and instruct them to read the paragraph carefully. Explain how it falls in the category of expository paragraph. Guide them to fill in the blanks or complete the missing words using the word bank. Keep on moving or taking rounds in class to help students where required.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Brainstorm about the paragraph writing to be done in homework 'My favourite Artwork'.

Homework: (2 mins)

Write a paragraph on the topic 'My Favourite Artwork'.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 7

Unit Name: Art Beat-The Art Competition

Topic: Creative Writing

Date:

Objective(s):

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

- Creative writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 128

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Brainstorm about the topic related to advertisements. Encourage students to come up with different responses and note them on the board.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to write a paragraph on advertisements.

Activity:

Write the topic advertisements on the board. Ask students what they know about it. Motivate them to come up with creative answers and write related vocabulary or characteristics on the board. Explain them the use of advertisements in their daily lives by giving different examples from their surroundings or context.

Guide them to write a paragraph in their notebooks with correct spelling, punctuation and capitalisation. Make correction where required.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Brainstorm about any topic to activate their creative side.

Homework:

(2 mins)

Write few points about the process of making brochures.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Unit Name: Memories of My Eid Day

Topic: Reading

Date:

Objective(s):

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

- Use pre-reading strategies to: Predict the content of a text from topic/ pictures, title/headings etc. by using prior knowledge.
- 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.)
- Read the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 130, 131

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 what they see in this picture describe in their own words. Ask them the reason what is not appropriate in picture and why. In this way, ask different questions from the students to develop their understanding about the upcoming text. Appreciate them for their responses. Then ask what is happening in the pictures? What is this occasion? Motivate them to share their answers.



Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to talk the formal and informal letters and also about an important Islamic event. Ask from them about different festivals they celebrate. Ask them about the dishes that they have on special occasions. Ask them about letters or other forms of communication that they used to interact with their cousins, friends or family members. In this way bring them towards the lesson. Model the text with correct pronunciation and intonation. Ask them to follow you with the correct pattern. Make correction where required. Ask where does

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Samad's cousin live as a while reading strategy to check their understanding. Make them read out the text carefully and ask about the central idea and theme of this story in their own words.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students the difference between formal and informal letter.

Homework: (2 mins)

Read the lesson 'Memories of My Eid Day'.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Unit Name: Memories of My Eid Day

Topic: Intonation Pattern

Date:

Objective(s):

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

Listen and respond appropriately to the sentences with rising and falling intonation patterns

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 131

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 the students (for example: Say this sentence aloud. (They saw a beautiful mountain at a distance).

Ask the students if they remember anything about intonation. 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.

Ask students which words in a sentence are stressed and which remain unstressed (i.e. principal verbs (walk, talk) are stressed, auxiliary verbs (is, are, was, were) are not stressed words.

All the students, one by one, try speaking the following sentence: I can't come here tomorrow (using the emotion of sorrow by one student and the emotion of anger by other). (The tone and the pitch for speaking both the sentences will be different-high pitch for anger- low pitch for sorrow).

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to study about intonation pattern. Explain them about the intonation pattern.

Activity 1:

Tell students that there are different intonation patterns used for different types of sentences. The intonation pattern for statement is basically the same. The voice starts at a normal pitch, rises at the intonation focus word, falls back to normal after the intonation focus word, and falls to low at the end of the sentence. Tell the students that statements are sentences that report or give information about something, someone or some event. Ask the students to read in pairs the dialogues written on the board and practice the stress and punctuation patterns for five minutes.

Activity 2:

Instruct students to read sentences given on page 131 and 132 of textbook and instruct them to observe the intonation pattern. First ask them to read individually and then in chorus.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Assessment: (5 mins)

Assess the students through their responses by checking their punctuation.

Homework: (2 mins)

Practice reading the sentences with intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 3

Unit Name: Memories of My Eid Day

Topic: Listening and Speaking Practice

Date:

Objective(s):

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

- Demonstrate conventions and dynamics of oral interactions in group to:
- Make polite requests for personal reasons.
- Take leave

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".

Begin the session with the recitation of dialogues from any story or piece of literature. Deliver the dialogues by making use of appropriate stress, intonation and pronunciation. Make the students notice the difference between reading verbally from the book and dialogue delivery in the form of oral communication. Distribute the dialogues amongst students that she/he has recently read aloud and ask students to practice and model the dialogue delivery. In this way students will learn to get involved in effective communication when they speak on their turn.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about oral interactions. Make the students learn about the rules of communication that their speech should be clear. They should use polite words in their communication. They should not speak unnecessarily and should make polite requests for their personal reasons. Give students different situations such as dialogues between sister and brother, shopkeeper and customer, and ask them to write dialogues and role play it in front of the class. It will make their communication more effective. Monitor the performance of the students if students are practicing the rules of effective oral communication while producing dialogues during role plays.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to say recalls the rules of oral conversation.

Homework:

(2 mins)

Practise classwork at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 4

Unit Name: Memories of My Eid Day

Topic: Comprehension Time

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):
Applying world knowledge and own opinion to the text read
Relate their feelings and experiences to what is read.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: Interpretive
- Locate specific information in a 24- hour clock (Digital and Analogue)

Resource Material:

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

Make the students recall the text, 'Memories of My Eid Day' and ask them if they have any specific memory in their life and what are their thoughts related to it. Make them aware of the importance of these festivals and the means of communication through which they can share their thoughts, celebrations or ideas to others.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to solve activities related to the lesson.

Activity 1:

Ask students to recall the lesson and write the answers in their own words related to the questions given in 'Comprehension Time' section on page number 132. Check their understanding and correct the mistakes.

Activity 2:

Tell students about analogue and digital clock. Show their differences by drawing them on the board and also from the example given on page 133 of their textbook. Then ask students to solve the activity given on the same page related to it. Correct them if required.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask them to differentiate between digital and analogue clocks.

Homework:

(2 mins)

Draw digital and analogue clocks in notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Unit Name: Memories of My Eid Day

Topic: Vocabulary

Date:

Objective(s):

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

- Reading and critical thinking.
- Memorise the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 133, 134

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to recall about the lesson "Memories of My Eid Day" and relate it to their personal life. Encourage them to come up with different responses. Appreciate them for their active participation in the activity.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn vocabulary words with their meanings.

Activity:

Begin the session with the question and ask from the students that what they do if they have to look for a meaning of an unknown word. Ask them to share different mediums which they can consult to have a meaning of the word. For instance; dictionary, parents, internet. Ask them what is their favourite medium and why? Write some unknown words on the board such as memories, zeal, etc. Then ask the students to share meaning with you. They will start sharing their meanings. Then take out the dictionary and ask students if they know how to look for a word and its meaning in the dictionary. Now ask students to read the vocabulary words given on the page 133 and 134 of textbook and instruct them to memorise their meanings.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students different words for their meanings.

Homework:

(2 mins)

Assign task to students to search from internet how Muslims celebrate Eid-ul-Fitr throughout the world.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 6

Unit Name: Memories of My Eid Day

Topic: Regular and Irregular Plural Nouns

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 noun.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 134

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

On the board, draw a picture of a foot on one side and two feet on the other side. Ask students to tell how the pictures are alike and different. Label the pictures with the words foot and feet. Discuss the spelling of each noun. Potential questions include: What do you notice about the spelling? How are the spellings different? Note their responses and explain it to them.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about regular and irregular plural nouns.

Activity 1: Begin the lesson by announcing that the whole class is going on a scavenger hunt.

Explain to the students; What a scavenger hunt is? Divide the class into small groups. Give each group the paper with things to be found such as books, pens, pencils, erasers, scales, shoes, etc. Prepare this list before starting the lesson. Tell the groups that they also have to write, on the given paper, the singular or plural of those things. Give the groups 5 minutes for the hunt. The group which gathers all the things and writes the singular or plurals first, wins. After the game finishes, tell the students that there are some nouns which make plural differently from all the nouns learnt so far. Tell the class that they will learn those nouns today.

Activity 2:

Now ask students to open their textbooks at page 134 and instruct them to carefully observe how different nouns can be made plurals by following the rules. Then instruct students to solve the activity given on the same page. Guide students where required.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students plurals of regular and irregular nouns.

Homework:

(2 mins)

Write at least ten regular and irregular nouns with their plurals.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 7

Unit Name: Memories of My Eid Day

Topic: Regular and Irregular Verb Forms

Date:

Objective(s):

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

Apply spelling change in plural form of regular verb forms.

Resource Material:

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

Engage students with the topic by giving each student a regular verb slip of paper and asking them to find their partner. For example, 'jump' will partner with 'jumped.' Once all students have located partners, ask them to discuss the connection to their partner. In other words, what is the relationship between the two words? Listen in to conversations to gather information for the upcoming discussion. Ask questions of the whole class to guide them to understanding of regular verb pairs, or reinforce concepts if most students understand by asking them to share their thinking. Tell students that not all verbs have regular past-tense pairings. Allow partners to brainstorm examples and share, then distribute copies of the lesson Irregular Verbs in English.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about regular and irregular verb forms.

Activity 1:

Define 'regular verb,' then instruct students to make a chart in their notebooks with the sections 'Past Tense' and 'Present Tense.' Duplicate on the board. Work with students to put the verbs from the lesson into the 'Past' column, then guide them to find present tense of these verbs. Allow them to do one or two on their own, and have students come write the words on the class chart to maintain engagement.

Ask: What do you notice about all the past tense verbs? Do all past-tense verbs end in 'ed?' Next, define the term, then place the irregular verb pairs from the lesson in your chart with students, working with them to determine placement. Use sentences to guide students, such as 'The cat IS on the fence' and 'The cat WAS on the fence.' When finished, discuss: What do you notice about the past tense for irregular verbs? How will you know which verbs are regular and which are irregular? What are some strategies you can use to help guide in determining regular or irregular verbs?

Activity 2:

Now ask students to open their textbooks at page 134 and instruct them to carefully observe how different verbs are different into regular and irregular forms by following the rules. Then instruct students to solve the activity given on the same page. Guide students where required.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask regular and irregular forms of verbs.

Homework: (2 mins)

Make at least six sentences using regular and irregular forms of verbs.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 1

Unit Name: Memories of My Eid Day

Topic: Simple Past Tense

Date:

Objective(s):

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

- Illustrate the use of simple past tense in speech writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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 at random about their yesterday's routine and compare it with the activity they do it in the morning before coming to school in order to make them understand the concept of past moments or activities.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about simple past tense and explain them that it expresses an action that happened in the past.

Activity 1:

Ask students to open page 135 of their textbook and encourage them to read the sentences aloud. Now explain the structure of simple past tense of each sentence highlighting its affirmative, interrogative and negative use by giving more examples on the board.

Activity 2:

Now ask students to read the sentences carefully. Instruct them to choose the correct form of verb from the given options. Help students during the activity. Make them correct if required and note all correct responses on the board.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share their yesterday's routine using the simple past tense.

Homework:

(2 mins)

Write at least five sentences using the simple past tense.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Unit Name: Memories of My Eid Day

Topic: Past Continuous Tense

Date:

Objective(s):

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

- Illustrate the use of past continuous tense in speech writing.

Resource Material:

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

Begin teaching the past continuous by telling 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. At that moment, I saw Alex and fell in love." Point out how the past continuous is used to paint a picture of the scene.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about the past continuous tense.

Activity 1:

Quickly review the past continuous structure with the class. Go over differences in usage between the past simple and past continuous. Point out that the past continuous focuses on a specific moment in the past.

Activity 2:

Write various examples on the board of sentences combining the past simple and past continuous to illustrate the idea of an interrupted past. For example, "I was walking through the park when I met David." Ask students to comment on what function the past continuous plays in the example sentences. Have students divide into small groups of 3-4. Ask students to complete the activity by providing an appropriate response with the past continuous to describe an action that was interrupted.

Activity 3:

Ask students to open page 136 of their textbook and encourage them to read the sentences aloud. Now explain the structure of the past continuous tense of each sentence highlighting its affirmative, interrogative and negative use by giving more examples on the board.

Activity 4:

Now ask students to read the sentences carefully. Instruct them to choose the correct form of verb from the given options. Help students during the activity. Make them correct if required and note all correct responses on the board.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make sentences using the past continuous tense.

Homework: (2 mins)

Write at least five sentences using the past continuous tense.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Unit Name: Memories of My Eid Day

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 such as for example, for instance, to introduce and example, etc.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 137

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 name two favourite foods, colours, games, best friends, etc. Ask them how will they join two words. Encourage them to come up with correct answers and note their responses on the board.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about joining words.

Activity 1:

Instruct students to open their textbooks at page 137. Explain the use of joining words specifically for example and for instance. Ask them to read the sentences and observe the use of given joining words. Ask students to come up with more examples and note these examples on the board.

Activity 2:

Now ask students to write at least three sentences using for example and for instance as joining words. Keep on moving in the classroom. Guide students how to make correct sentences and appreciate them for their active participation in the class. Note correct responses or answers on the board.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask a few questions related to the concept taught in the classroom.

Homework:

(2 mins)

Write sentences using joining words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: Memories of My Eid Day

Topic: Types of Sentences

Date:

Objective(s):

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

- Identify and practice making simple sentences to show instructions, commands, requests and strong feelings

Resource Material:

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

To begin the lesson, write a simple declarative sentence on the board. You should be able to change the tone of this sentence by switching out the punctuation. Some great examples include: I have a hat. I like ice cream. Next, change the period at the end of the sentence to a question mark. Ask students to share their thoughts on how the question mark changes the meaning of the sentence. Then, change the question mark into an exclamation point. Again, ask your students how this changes the meaning of the sentence. Explain to your students that the meaning of a sentence is determined by the type of sentence format used to write it

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about types of sentences. Explain different types of sentences including commands, instructional and exclamatory sentences.

Activity 1: Divide students into pairs. Ask them to write any type of sentence on a piece of paper. Now exchange the same piece of paper with the other member of the pair and ask him/her to change the sentence type. For example, from exclamatory to command.

Activity 2: Now ask students to open page no 137 of their textbooks. Instruct them to read the sentences carefully and observe the types of different sentences used in different contexts. Ask students to come up with more examples.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask different types of sentences from students.

Homework:

(2 mins)

Write at least three sentences using types of 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	5		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Unit Name: Memories of My Eid Day

Topic: Guided 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 and Closing
- Write an informal Letter and formal letter of application.
- Write a reply to a short informal letter from friends and family members
- Revise written work for layout, legibility, vocabulary.

Resource Material:

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

Ask students have they ever written a letter? Why do we write it? What type of content is written in a letter? What are the parts of a letter? Did they ever write a reply to someone's letter?

Appreciate students' responses. In this way bring them towards letter writing.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about letter writing and the reply in its response. Prepare cards by only writing the topics such as birthday party, picnic party, success celebration, and put it in a bag. Divide students in 5 to 6 groups and ask one member from each group to come forward and take out one card. Instruct them to think about the content that should be written in it, if they have to write a letter. Give them time to prepare it. Then call any member from each group to come and present the content of that letter. Groups will share the content and purpose of writing this content with their class fellows. At the end, ask from students to share the difference in content and purpose that they see in these different letters. Tell them the purpose of writing letters through this activity.

Activity 1: Ask students to open textbook on page number 138 and read the statement (i). Ask them to read the letter carefully.

Activity 2: Ask students to open textbook on page number 138 and read the statement (ii). Ask them to write a short letter for thanking a gift sent to you by brother.

Sum Up:

(5 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recapitulate the different uses and purpose of letter writing.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 6

Unit Name: Memories of My Eid Day

Topic: Creative Writing

Date:

Objective(s):

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

- Creative writing

Resource Material:

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

Prepare a placard with a topic, 'What is your favourite place? And why? Ask students to share their ideas and point of view regarding this topic. Ask them to justify their point of view. Note down all the points on the white board. Arrange the ideas properly. Write relevant ideas on the board. Appreciate their responses. In this way, bring them towards creative writing.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about creative writing and to integrate their thoughts in a logical and coherent manner. Also share the steps of writing process with the class.

Activity 1:

Ask students to open textbook on page number 138 and read the statement from Creative Writing section. Make them share their thoughts on what is the most beautiful place they have ever visited? Write a paragraph on it. Make them note down their ideas related to this topic. Ask students to revisit their work and edit it where necessary to make it appropriate.

Sum Up:

(5 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the steps of writing process.

Homework:

(0 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	5		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 7

Unit Name: Happiness

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 of a text from topic/ pictures, title/headings etc. by using prior knowledge.

Recite poems with actions **Resource Material:**

Chalk/Marker, White/Blackboard, Textbook page 139, 140

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Start the session by showing pictures on page number 139 to the students. Instruct them to look at the pictures carefully and try to decipher the meaning. Ask students to share their point of view and ideas with class fellows. Ask questions from the students given as a pre-reading strategy. A) How do you feel when you help with your parents? B) Share the happiest time of your life. C) what would make you happy? Make them predict about the upcoming content and make them share their opinion.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn different ideas and thoughts through poem. Ask them to share their ideas related to the title of the poem. Note down all the points on the board. Divide the students in six groups. Allot one stanza to each group. Ask them to give small presentation on the given stanza. Make the group share the meanings, ideas and thoughts they have understood after going through the stanza. Give them some time to prepare. Each group will present on its turn. Evaluate their understanding and improve it by elaborating the themes and context. In this way, make them learn about the themes and ideas of this poem. Recite the poem with proper actions and gestures to make it more understandable and meaningful for the students. Use appropriate stress, pronunciation and intonation to recite this poem.

Activity 1: Ask students to make a note of the difficult words that they have come across in this poem. Write these difficult words on the board and motivate students to predict the meaning of these unknown words. Ask students to relate the predicted meanings with the text. Appreciate their responses. Correct them where needed.

Sum Up:

(5 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the ideas and thoughts given in each stanza.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Unit Name: Happiness

Topic: Rhythm, Stress & Intonation

Date:

Objective(s):

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

- Produce in speech and practice 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 141

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 poem on the board:

Hickory, Dickory, Dock
Hickory, Dickory, Dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down.
Hickory, Dickory, Dock.

Read the poem to the students. When students read the poem ask them to stop on a full stop (.) and take a deep breath when a comma comes, let them take a short breath. Use of this exercise provides students the training of pauses which is good for producing effective speech patterns.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about stress, rhythm and intonation. Explain them all these terms.

Activity 1: Ask the students read in pairs the poem 'Happiness' and practice the rhythm, stress and punctuation patterns for five minutes. Ask the students to read / recite and repeat.

Activity 2: Now ask students to open page 141 of their textbooks and read the stanzas given there with proper stress, intonation and rhythm. Ask students to first read in chorus and then on individual basis. Make correction where required.

Sum Up:

(5 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess students through their responses in the class during the lesson by checking their pronunciation

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Unit Name: Happiness

Topic: Non-verbal Cues

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 141

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Start class by demonstrating some clear non-verbal behaviors your students may be aware of, such as shaking your fists or slamming a book on your desk. Ask students to briefly write what they think you're displaying, then have them share their ideas with a partner. Share and discuss as a class, letting students in on the fact that you just exhibited non-verbal communication, and they (likely) were able to decode it. Have students work in their small groups to brainstorm a list of non-verbal communication and behaviors.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about non-verbal cues.

Activity 1:

Ask for five volunteers. Give each volunteer an index card with an emotion written on it. Tell the volunteers to communicate to the class their assigned emotions using only nonverbal cues. Have students write down the emotions they think the volunteers were trying to convey. As a class, have students share what they wrote down. Have the volunteers identify the emotion they each attempted to communicate.

Activity 2:

Tell students that the volunteers communicated the emotions through gestures, facial expressions, and body language. Ask students to identify the gestures, facial expressions, and body language that the volunteers used to communicate the emotions. List the responses where everyone can see. Inquire how recognizing the messages of nonverbal communication might be helpful. Direct students to the understanding that knowledge of nonverbal communication can help them recognize what an individual is really feeling and thinking.

Activity 3:

Now ask students to get to page 141 of their textbooks and see the non-verbal cues there and what does they mean and ask them the scenarios in which these non-verbal cues can be used. Allow students to be creative as much as they can and appreciate them for their confidence and active participation in an activity.

Sum Up:

(3 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to draw some emojis representing non-verbal cues on the board.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Unit Name: Happiness

Topic: Dialogue

Date: _____

Objective(s):

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

- Demonstrate conventions and dynamics of oral interactions in group to:
- Describe nation event

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 142

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask students different questions: How would they talk about any national event to their friends? If they want to know something about it from their friends or family, how would they ask for it? Use their answers as an example to demonstrate the use of polite language while they interact with other human beings.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn the use of politeness while conversations and how they can describe their national event to anyone. 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 two friends (sharing about any event). Give them different situations.

Activity 1: Ask students to open book on page number 141 and read the given dialogue (ii) from the section Listening and Speaking Practice. Help them in making appropriate sounds and pronunciations. Ask them to role play the given dialogue. Monitor their dialogue delivery.

Sum Up:

(5 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the rules that they should follow while interacting with their class fellows and other people while describing any event.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Unit Name: Happiness

Topic:

Date:

Objective(s):

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

- Use critical thinking to respond to the text (post reading): Applying world knowledge and own opinion to the text read. Relate their feelings and experiences to what is read.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types: Inferential
- Explain position and direction on an illustration or a map.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 142, 143

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to recall the poem, Happiness and share their opinions and point of views about the poem. Ask them to share their own feelings and perspectives about the blessings that Allah Almighty has bestowed upon us. Use this type of questions and answers to activate their critical thinking skills. How can we give happiness to others? Use these questions and answers to bring them towards critical thinking and to apply and relate the knowledge.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about inferential questions and these types of questions help them to get answers on the basis of their knowledge or experience rather than direct answers.

Activity 1:

Ask students to open text book on page number 142 and read the questions given in the Reading and Critical Thinking Section. Ask students to think about the given questions critically and develop their answers. Monitor their responses.

Activity 2:

Put your book on the table and ask students to tell the position of the book. Then again put any pen under the chair or between the books and ask students to tell the position of the pen. Encourage them to come up with responses using the position words like under, on, below, etc. Explain the concept of position words.

Activity 3:

Now ask students to turn to page 143 of their textbooks and instruct them to carefully observe the given picture. Then ask them to write the answers of the given questions by using the position words. Once students are done, note all correct answers on the board so that they can make correction if required.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Use objects from surroundings and tell their position using position words.

Homework: (2 mins)

Write at least five sentences using position 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	5		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Unit Name: Happiness

Topic: Vocabulary

Date:

Objective(s):

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

- Reading and critical thinking.
- Memorise the vocabulary words with their meanings.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 143

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students different questions to bring them towards the concept of hobbies. For example, what activity they do in their leisure time? Do they like gardening or books reading, etc? Monitor their responses and appreciate their participation. Relate their answers with the concept of hobbies.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn new words that will help them to improve their communication.

Activity 1:

Instruct students to search from internet about their favourite hobby and write a paragraph about it in their notebooks. Instruct them to write it with correct spelling, punctuation and capitalisation.

Activity 2:

Tell them that a glossary at the end of a book includes words within that book that are either newly introduced or uncommon. Ask from them also in what ways learning a new vocabulary helps them in improving their understanding level, written and oral skills. Ask students to open textbook on page number 143 and read the statement (i). Make them read the given vocabulary words and their meanings.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Revise the vocabulary words with their meanings.

Homework:

(2 mins)

Learn the vocabulary 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	5		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 6

Unit Name: Happiness

Topic: Analogy

Date:

Objective(s):

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

- Analyze and use some analogies in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 144

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Display two words that seemingly have no connection to each other. Ask students the similarities or differences between the two words. Ask how they can somehow be either connected, shown as opposites, or another type of analogy. Display a brief list of some of the responses

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about analogies.

Activity 1:

Next, ask students think of two other words which can be connect similarly. Once students respond with a logical pair of words display all four words shown as an analogy. Explain to students this is what they will be doing with randomly chosen words. Show the container to the student.

Activity 2:

Each student will randomly choose two words from the container. On a separate sheet of paper, the students will define each word. One defined, the students are to reflect on the two words to find a connection between them. Once a connection is found, the students will use the dictionary or think of two words to use an analogy to the original words. The students will write the analogy with the four words on a separate sheet of paper. Once completed, the students will choose two more words from the container and then return the completed index cards. The students will repeat the same procedure with two more randomly chosen words. The teacher will decide on the number of analogies the students are required to develop or the time limit in doing so. Once all analogies are developed, the teacher will collect the finished work.

Activity 3:

Now ask students to get to page 144 of their textbooks and ask them to read the sentences and observe the use of analogies by observing the relation between two related things. Ask them to come up with more examples.

Activity 4:

Now instruct students to solve the activity regarding analogy on the same page. Help them if required and note correct responses on the board.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min

Assessment: (5 mins)

Ask questions related to analogy.

Homework: (2 mins)

Make at least five sentences using analogies.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 7

Unit Name: Happiness

Topic: Simile

Date: _____

Objective(s):

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

- Analyze and use some more similes in speech and writing using "like" and "as __ as".

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 144

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Use sticky notes to poll the class using the following prompt: "What is a simile?" Have students volunteer to share their thoughts. Write a simile on the board, e.g. "She is as blind as a bat."

Tell students that similes are analogies that compare two things using "like" or "as."

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about similes.

Activity 1: Write the following sentences on the writing board and ask the students to work in pairs and analyze these sentences whether they are similes or not. Ask the students to write similes in front of those sentences which they think are similes and write not similes which are not similes.

1. He's as strong as an elephant.
2. My brother is a dragon.
3. Sad like tigers locked in cages.
4. It's as cold as ice.
5. Especially my sister, who is a tall giraffe.
6. It's as light as a feather.
7. We are a busy family with many things to do.
8. Happy like a bird in flight.

Monitor and help the students. Once the students are done with this activity, ask the students randomly to tell the answers. All the options are similes except option 2, 5, and 7

Activity 2: Ask students to open page 144 of their textbooks. Instruct them to read the use of similes carefully and then guide them to complete the activity by looking at the pictures.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students about the concept taught in the classroom.

Homework:

(2 mins)

Make at least five sentences using similes.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name: Happiness

Topic:

Date:

Objective(s):

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

Create a short poem using rhyming words on a given topic

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 145

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 the concept of rhyming words by reading the poem, 'Happiness'. Ask them to recall rhyming word from the poem. Write them on the board. Tell the students that the rhyming words can help them spell the words easily. Write some words on the writing board. Like COLD, FOLD. Tell them that these two words rhyme. But it is not always the case, such as; 'see' and 'key' have same sound but different spellings.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to write poem by using the rhyming words.

Activity 1:

Make them recall the pattern of poem, 'Happiness'. Ask them to open textbook on page number on 145. Read the statement (vii) and ask them to write a poem on the topic, 'Trees' with the help of the given rhyming words. Monitor their performance and correct their mistakes.

Sum Up:

(5 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to come up with different rhyming words.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 2

Unit Name: Happiness

Topic: Simple Future Tense

Date:

Objective(s):

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

Illustrate the use of simple future tense in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 145, 146

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Share story with students.

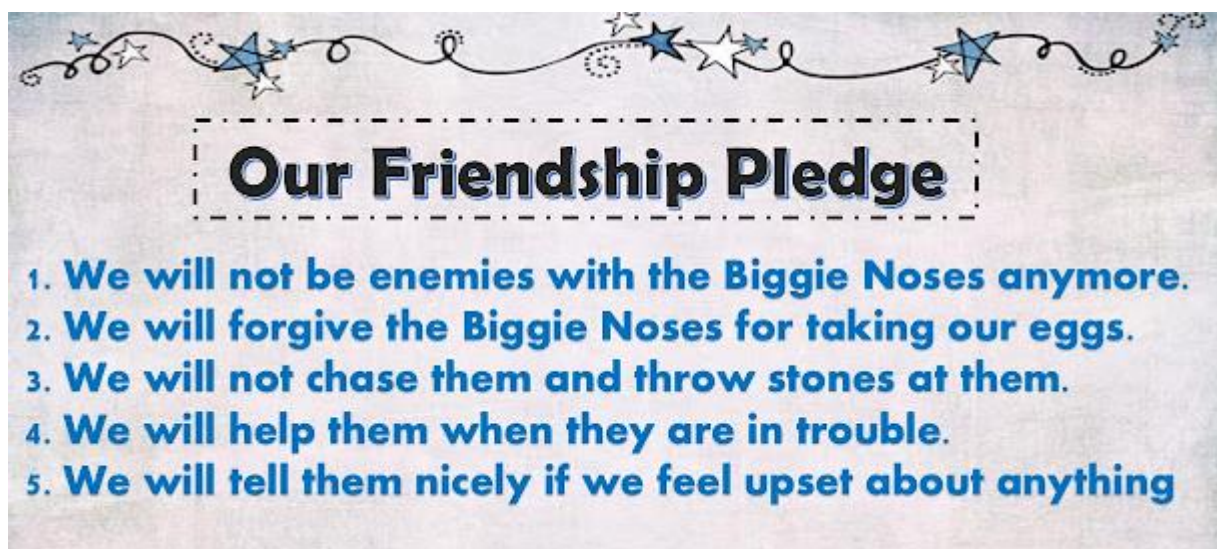
Once upon a time, there were three happy birds. Papa Bird was yellow, Mama Bird was red, and Baby Bird was blue. They were very happy because Mama Bird had just laid three beautiful, shiny eggs. The eggs were resting safely in the nest. Nearby, three Biggy Noses were watching the eggs. They were very hungry and wanted to eat the eggs. But Papa Bird, Mama Bird, and Baby Bird always guarded the eggs so it was impossible for the Biggy Noses to steal them. But one day, a curious mosquito was flying nearby. It saw the shiny eggs and was attracted to them. It flew to the eggs and perched on them. This made Mama Bird very furious. She pushed the mosquito away with her beak and started trampling on it. The other birds joined her, including black Grandpa Bird. While they were busy killing the mosquito, the Biggy Noses quickly stole the three eggs. They started cooking the eggs over a fire. When the birds saw them, they were very angry.



Share/display the picture of the Angry Birds and Biggie Noses celebrating a birthday party.

Tell students that the angry birds have finally attended anger management classes and learned their lesson about the negative effects of anger. They are now good friends with the Biggie Noses and are celebrating Baby Bird's birthday together. Tell students that Angry Birds have made a friendship pledge to the Biggie Noses. Tell students to observe and read the pledge.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC - KPK & FEDERAL)	English	5		40 min



Highlight the words 'will' and 'will not' in the pledge and explain to students that those are words in the simple future tense. Explain the function and form of the simple future tense.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about simple future tense.

Activity 1:

Ask students to open page 145-146 of their textbook and encourage them to read the sentences aloud. Now explain the structure of simple future tense of each sentence highlighting its affirmative, interrogative and negative use by giving more examples on the board.

Activity 2:

Now ask students to read the sentences carefully. Instruct them to write five sentences using the simple future tense in their notebooks.

Sum Up: (5 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask questions about the concept taught in classroom.

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	5		40 min

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

Unit Name: Happiness **Topic: Be, Do, Have questions** **Date:**

Objective(s):

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

Respond to, and ask simple questions starting with be, do and have.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 146

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 forms of Be, Do and Have on the white board and ask students to create sentences using these forms. Once the sentence is written on the board, ask the students to identify verb in the sentence. After that bring them towards the concept of main verb and helping verb in these sentences. Appreciate students for their efforts.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the use of be, do and have at the start of the questions. Write some sentences on the board having forms of be, do, have. They are enjoying in the park. Ask students to identify the helping verb and main verb. Appreciate their responses and then introduce them with the concept of helping and main verb. Ask students to change this sentence into a sentence interrogative by bringing helping verb at the start of sentence. Are they enjoying in the park? Ask them to give different examples using forms of be, do have in interrogative sentences. Monitor their responses.

Activity 1:

Ask students to open textbook on page number 146 and read the statement (iii). Make them read the given sentences and notice the use of be, do and have in their question forms. Check their understanding by asking questions.

Activity 2: Ask students to open textbook on page number 146 and read the statement (iv). Ask them to use any three forms of be, do and have in their own sentences.

Sum Up: (5 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to recall the use of forms of be, do and have in order to make interrogative sentences.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 4

Unit Name: Happiness

Topic: Central Idea

Date:

Objective(s):

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

- Write the central idea of a given poem in simple language
- List rhyming words and write a poem based on the same central idea.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 146, 147

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Show students any picture. 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 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. Tell them that central idea is the main point of the text/ poem. Central idea connects all the other ideas written in a text. The whole content revolves around a central idea. Make them recall the poem, Happiness and ask different questions to recall the ideas and content that they came across in the poem. Appreciate their responses.

Activity 1: Ask students to open textbook on page 146 and read statement (i). Ask them to read the central idea of the poem, 'Happiness'. Monitor their performance while they are reading out the central theme. Check their understanding by asking different questions.

Activity 2: Ask students to open text book on page 147 and read statement (ii). Ask them to write the central idea of the poem in their notebook. Assess their work and provide feedback.

Activity 3: Ask students to open textbook on page number 147 and read statement (iii). Ask students to list pairs of rhyming words and write a simple poem on the things that make them happy in notebook.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to recall the concept of central idea

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 5

Unit Name: Happiness

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 146

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 is the happiest event of their life? 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 146 and read the statement B from 'Creative Writing' section. Make them write a paragraph in their notebook about an incident that makes them happy. Assess their understanding of writing a paragraph creatively and rectify their mistakes where needed.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to say recall the important points linked with creative writing.

Homework:

(2 mins)

Write a short paragraph on 'Happiness'.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 6

Unit Name: Review 4

Topic:

Date:

Objective(s):

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

- Review-4

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 148

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Initiate the session by asking questions about contractions. Give them some words and ask them to make contractions for them. Encourage them to participate. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to solve or review activities in their textbook.

Activity 1:

Ask students to write contractions for the given words and instruct them to use them in their sentences.

Activity 2:

Now instruct students to use dictionary and write meanings of the given words and also syllables.

Activity 3:

Ask students to write at least four sentences using rising and falling intonation.

Activity 4:

Help students in communicating or to express their thoughts or ideas when they get good grades. Also instruct them to come up with polite sentences if they want to take leave from school.

Sum Up:

(5 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the concepts taught in classroom.

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	5		40 min

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 7

Unit Name:

Review-4

Topic:

Date:

Objective(s):

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

- Review-4

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 149-150

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Initiate the session by asking questions about digital and analogue clocks. Encourage students to participate. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to solve or review activities in their textbook.

Activity 1:

Ask students to write time by distinguish between digital and analogue clocks.

Activity 2:

Now instruct students to make timetable of class in notebooks.

Activity 3:

Ask students to write at least four sentences using position words by looking at the picture.

Activity 4:

Help students in writing the plurals of the given words. Two examples for given part of speech. Write questions using question words. Identify the types of sentences and write sentences against each tense.

Activity 5:

Instruct students to solve the writing section in their notebooks. Encourage them to write with correct spelling, punctuation and capitalisation. Help them if required.

Sum Up:

(5 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the concepts taught in classroom.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:
