

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		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 yourself and others in groups.

Resource Materials:

Chalk/marker, white-/blackboard,

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to gather in a circle and hold hands. Ask each student to introduce themselves to each other one by one. Encourage them to introduce their friends to fellow students by sharing their good qualities and habits to their fellow students by taking turns. Make sure to involve all students in the activity by initiating conversation with them.

Main Activities/Concept Building:

(25 min)

Introduce yourself to students. Tell students a few things about yourself; for example, your likes, dislikes and hobbies. Tell them about your hopes for the new school year and some of the fun things you'll be doing in class. Ask students to share their hopes and expectations with this new year. Ask each student to tell what would they like to improve in their personality this year. Note their responses. Make sure to involve all students in the conversation.

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

1. What is your name?
2. Where were you born?
3. What is your favourite food?
4. Do you have any pets?
5. Tell the name of your favourite book.
6. Tell the name of your favourite game.

Make groups of 4-5 students. Ask the group members to initiate conversation with each other. Ask them to share the answers of the questions written on board with each other to know each other better.

Appreciate them all for their active participation in the classroom activity. Share some classroom rules and regulations as well to students and encourage them to follow them to follow these rules on daily bases.

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 share some important classroom rules by coming in front of the class.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Reading

Date:

Objective(s):

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

- Develop conversation for clarity and effect to engage a listener. (Let's Get Started)
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Personal recounts (e.g., diary entries, biographies).

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students to sit attentively. Tell students that today they are going to have a discussion about our beloved prophet Hazrat Muhammad (S.A.W). Ask students at random to tell what do they know about our beloved prophet. Ask them to share information and discuss the personality of our beloved prophet with each other. Encourage students to share the qualities of personality that our beloved prophet possesses. Note their responses. Write the qualities of Hazrat Muhammad's personality on board. Ask students to read the written qualities aloud. encourage students to tell which of the following quality they follow in their daily routine. Note their responses. Encourage them all for following the personality traits of Hazrat Muhammad.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read the unit 'Seerat-un-Nabi. Ask students to open their textbooks at page 1. Ask students to read the title of the unit and tell what they understand by this title. Ask students to open page 2. Tell students that today we are going to read a biography. Tell them that a biography is a true account of someone's life. It is written by someone other than the subject of the biography. Tell them that today you are going to read about the life of our prophet Hazrat Muhammad (S.A.W).

Ask students at random to read the unit with correct pronunciation and intonation. Tell correct pronunciation of words if needed. Explain them the importance of followings and teachings of Hazrat Muhammad. Tell students that it is important for Muslims to follow the teachings of Hazrat Muhammad to lead a prosperous and healthy life.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share the quality of personality of Hazrat Muhammad which they have read in the unit.

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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Reading

Date:

Objective(s):

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

- Read the text of the lesson. (Next two paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 2

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Make 4-5 groups of students. ask each group to share with each other the details of early childhood of Hazrat Muhammad. Ask them to share with each other how Hazrat Muhammad spend his childhood, what incidents took place and what difficulties he had to face as a child. Encourage to share their feelings and thoughts upon realising the difficult life of Hazrat Muhammad being an orphan. Appreciate them all for their active participation in group activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read the unit 'Seerat-un-Nabi'. Ask students to open their textbooks at page 2. Tell students that today we are going to read a biography. Recall the concept of biography. Tell them that a biography is a true account of someone's life. It is written by someone other than the subject of the biography.

Ask them to read the unit with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. Ask students at random to tell if they know the meaning of word 'Al-Sadiq' and 'Al-Amin'. Encourage them to share their understanding of these words. Appreciate them for their correct answers.

Ask students at random to tell what they know about 'theme'. Note their responses. Tell students that theme of a text is the central focus point of the text. Tell them that theme is the main idea of the text. Tell students that supporting details support the theme and clarify the main focus of the text to the audience. Ask students at random to share the theme of the unit. Note their responses. Ask them to share with each other some supporting details such as the incident of Hazrat Muhammad's life that supports the fact that HE was called 'Al-Sadiq' and 'Al-Amin'.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share some key points of the unit aloud.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Reading

Date:

Objective(s):

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

- Read the text of the lesson. (Remaining paragraphs).
- Recall the multisyllabic words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Make 4-5 groups of students. Ask each group to share with each other some information about life of Hazrat Muhammad. Ask them to share with each other how Hazrat Muhammad spend his childhood, what incidents took place in his adulthood and what difficulties He had to face throughout his life. Encourage to share their feelings and thoughts upon realising the difficult life of Hazrat Muhammad being an orphan. Appreciate them all for their active participation in group activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read the unit 'Seerat-un-Nabi'. Ask students to open their textbooks at page 3. Tell students that today we are going to read a biography. Recall the concept of biography. Tell them that a biography is a true account of someone's life. It is written by someone other than the subject of the biography. Recall the concept of 'theme'. Tell students that theme of a text is the central focus point of the text. Tell them that theme is the main idea of the text. Ask students at random to tell if they know what are multisyllabic words. Note their responses. Tell them that a multisyllabic word has more than one syllable.

Ask them to read the remaining unit with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. Ask students at random to tell if they know the meaning of word 'Al-Sadiq' and 'Al-Amin'. Encourage them to share their understanding of these words. Appreciate them for their correct answers. Ask them to share with each other some supporting details such as the incident of Hazrat Muhammad's life that supports the fact that HE was called 'Al-Sadiq' and 'Al-Amin'. Ask students at random to tell why the life of Hazrat Muhammad is a role model for all the Muslims around the world.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to tell which incident of Hazrat Muhammad's life has inspired them the most. Ask them to share the reason of their inspiration as well with fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Words Meanings

Date:

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

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

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

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 4. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity:

Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings in sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up:

(3 min)

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

Assessment:

(3 min)

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

Homework:

(2 min)

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 6

Unit Name: Seerat-un-Nabi (S.A.W)

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): Express understanding of story through Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and tag questions.
- Understand and answer the given questions.

Resource Material:

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'.

Recall the unit 'Seerat-un-Nabi' with students. Make pairs of students. Ask each pair to share what they have learnt from the unit. Encourage them to share the message of the unit 'Seerat-un-Nabi' with their fellow students by taking turns. Ask students at random to tell what quality of Hazrat Muhammad (S.A.W) they like the most. Ask them to share the reason of their likeness as well. Note their responses. Make sure to involve all students in the conversation.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 4. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Repeat the process for 'Reading for Understanding' and 'Reading for Inference' section as well. Help them to understand the questions from each sections and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

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

Homework:

(2 min)

Write answers of statement (ii) 'Comprehension' section in notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 7

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Question Answers

Date:

Objective(s):

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

- Understand and answer the given questions.
- **Read, think and Do it!**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students at random to tell what have learnt from the unit 'Seerat-un-Nabi'. Encourage them to share the message of the unit 'Seerat-un-Nabi' with their fellow students. Tell them that you always try to follow the teachings of our beloved prophet as much as you can on daily basis. Share some examples as well for their better understanding. Ask students at random to tell what quality of Hazrat Muhammad (S.A.W) they like the most. Ask them to share the reason of their likeness as well. Note their responses.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Tell them that textual questions are easy to comprehend. These questions are text based. One has to read the text with full attention to answer these questions. Ask students to open their textbooks at page 5. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Analysis' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own. Correct them if they give wrong answers. Write the correct answers on the board and ask them to write answers in their notebooks.

Ask students at random to tell what is a fiction. Tell students that fiction is an imaginary story. Tell them that although it can contain elements that are true or real. Tell students that non-fiction is a story/text that is based on true events and information. Take students to library in order to conduct the 'Read, Think and Do it!' activity. Ask students to choose any fictional or non-fictional storybooks from their school library. Ask them to underline difficult words in their book. Now encourage them to find the meanings using a dictionary. Ask students to find the 'theme' and the supporting details of their fictional/non-fictional story as well. Appreciate students for their good work.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Assess your students by asking random questions from the unit.

Homework:

(2 min)

Learn answers from 'Reading Comprehension' section at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 8

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Listening and Speaking

Date:

Objective(s):

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

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- **Talk On...**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5-6

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

Enter the class and greet students. Ask students at random to tell if they lie to others. Note their responses. Tell them that we all, sometimes, lie to save ourselves from some inconveniences. Tell them that we consider lying easy in comparison of facing the truth. Tell students that our beloved prophet Hazrat Muhammad (S.A.W) never lied in his life. He always spoke truth in his entire life. Ask students to try their best to adopt this habit of Hazrat Muhammad (S.A.W) for their own benefit.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read a dialogue about enjoyment and understanding. Ask students to open their textbooks at page 5. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand the manners and patterns and variety of contexts. Tell students that we should maintain a balance in our lives. We should create a balance in our student life as well as personal life. We should fulfil our duties as a student. It is our foremost duty to complete our work on time. Tell students in case of any issue, we should follow the teaching of our prophet. We should face the situation courageously and should never speak lie. We should always tell truth and overcome our short comings. Make pairs of students and ask them to practise the given dialogue with correct pronunciation.

Activity:

Write the quote "Be True to your Work, your Word, and your Friend" on board. Ask students at random to tell what they understand by this quote. Note their responses. Tell students that a person who occasionally lies lost his respect among the people and society. A person who always keep his/her promises, always speak truth and fulfil their task and jobs honestly is always respected and trusted in the society. It is also the teaching of our prophet to stay true to our work, words and friends.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Ask students to think and share some more occasions when they would probably lie to save themselves from inconvenience.

Homework:

(2 min)

Practice the given dialogue at home with parents/siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Use of Dictionary

Date:

Objective(s):

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

- Use dictionary/ Thesaurus to, locate guide words, locate entry word, choose appropriate word definition
 - ✓ To identify pronunciation of a word with the help of a pronunciation key
 - ✓ identify syllable division.
 - ✓ identify the part of speech of a word through abbreviation used.
 - ✓ identify correct spellings.
 - ✓ Take dictation of paragraph/ text of grade level.
 - ✓ Keep a record of words (e.g., word wall, word bank, word journal).
- **Find and Learn**

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 6-7, 3-4 dictionaries, 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'.

Tell students that we are going to play a fun game today. Write some difficult words on the board. Now, write the meanings of these words along some other random words in a word bank. Encourage students at random to guess the meanings of the written difficult words with the help of given word bank. Appreciate them all for their correct answers. Write the difficult words with their correct meanings on the board and students to read after you.

Main Activities/Concept Building:

(29 min)

Tell students that today they are going learn about the usage of dictionary. Tell students that a dictionary is a collection of words in a specific language in which words are arranged alphabetically with meanings, pronunciation and other information about words. Ask students to open their textbooks at page 6. Read the statement (i) of 'Vocabulary' Section aloud. Ask students to carefully look at the given explanation about how to use a dictionary. Tell students that entry words are arranged in alphabetical order in a dictionary. Tell them that a first guide word is always the first entry word on the page and the second guide word is always the last entry word on the page. Help them locate the guide word and entry word on the textbooks. Help students to understand the other elements of a dictionary such as meaning 1, meaning 2, their usage in phrases, and exemplary sentence etc.

Bring some dictionaries in the class. Make 4-5 groups of students. Ask them to find the difficult words written on board in their dictionaries. Ask them to follow the alphabetical order of words to locate them in dictionary easily. Help them if need be.

Activity 1:

Ask students to open their textbooks at page 7. Read the statement (ii) of 'Vocabulary' Section aloud. Ask students to read the instructions aloud. Ask them to read the instructions carefully for their better understanding. Make pair of students. ask students to read the words given in "Find and Learn". Ask them to find the meanings of these words in dictionaries using the different steps they just read. Appreciate them for their correct usage of a dictionary.

Activity 2:

Ask students to open their textbooks at page 7. Read the statement (iii) of 'Vocabulary' Section aloud. Ask students to write any difficult words from their unit 'Seerat-un-Nabi'. Ask students to find the meanings of

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

these words independently using a dictionary. Help them if need be. Appreciate them all for their correct usage of dictionary. Bring in the worksheet and encourage students to complete their worksheets correctly.

Sum Up: (3 min)

Summarise the key concepts with your students.

Assessment: (3 min)

Assess your students by asking random questions about dictionary usage.

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	English	6		40 Mins

Worksheet

Name: _____

Date: _____

Choose three word from your lesson and write their meanings and parts of speech and syllable division with the help of dictionary.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Types of nouns

Date:

Objective(s):

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

Recognise and use the types of nouns i.e. common, proper nouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 7-8, newspaper cuttings, 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'.

Ask students to sit in a circle. Tell students that today they are going to play a fun activity. Bring some newspaper cuttings in the classroom. Make pair of students. Give each pair a newspaper cutting. Now encourage students to find as many names of a person or place they can find in that cutting. Ask them to highlight the words. Ask them to read aloud the words that are highlighted in the newspaper for their fellow students. Appreciate them all for their correct answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about 'nouns'. Tell students that noun is the name of a person, place, thing or idea. Tell students that there are different types of nouns such as concrete, abstract, collective, common, proper noun etc. Ask students to open their textbooks at page 7. Ask them to Read the statement (i) of 'Grammar' section aloud. ask students at random to read the given examples aloud and notice the highlighted words. As them to notice that each highlighted word belongs to a specific category of nouns.

Tell students that they are going to learn about proper and common nouns. Tell them that proper noun is used to name a special person, place, thing or idea. Tell them that a common noun is used to name any person, place, idea or thing. Ask students to read the statement (ii) of 'Grammar' section aloud. ask them o red the given examples and notice the highlighted words. Ask them to differentiate between common and proper nouns with the help of examples. Read the statement (iii) aloud. ask students to read the given examples one by one and underline the nouns. Ask students at random to tell if the underlined word is common or proper noun. Repeat the process for each given example. Appreciate students for their correct answers. Give students worksheets and ask them to complete the given worksheets correctly.

Read the statement (iv) aloud. Ask students to read the unit 'Seerat-un-Nabi' again and underline the common and proper nouns. Ask them to write the common and proper nouns in the in the given tables accordingly. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share some common and proper nouns with fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Worksheet

Name: _____

Date: _____

Underline the common nouns. Use any three common nouns to make sentences of your own.

- Faisal is going to another country. He was very sad about leaving Pakistan.
- Shamma is very excited about tomorrow's festival, just like when she visited one in Japan.
- Normally, I do not interfere between a speech but Miss. Fakhar is not making any sense right now.
- Sara has a little brother. His name is Ali. He is studying in Islamabad.
- He has six cats. One of his cats, Chunky, is sick now a day.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Types of nouns

Date:

Objective(s):

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

Recognise and use the types of nouns i.e. collective, countable, and uncountable nouns.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students at random to come in front of the class and write any two common and proper nouns on board. Call other students at random to use these words in sentences of their own. Repeat the process four to five times. Call a student at random to write any sentence of their choice using common and proper noun. Ask other students at random to locate the common/proper noun and replace them with other common/proper noun of their choice. Repeat the process four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to recall the concept of 'nouns'. Tell students that noun is the name of a person, place, thing or idea. Tell students that there are different types of nouns such as concrete, abstract, collective, common, proper noun etc. Tell students that countable noun are words for things that we can count. These nouns can be both singular and plural. Tells students that uncountable nouns are words for things that we cannot count. They do not have a plural form. Tell them a collective noun are names for the group of people, things or for a collection. Ask students to open their textbooks at page 8. Ask them to read the statement (v) of 'Grammar' section aloud. Ask students at random to read the given examples aloud and notice the highlighted words. Ask them to notice that each highlighted word belongs to a specific category of nouns.

Ask students to think of more examples of countable, uncountable, and collective noun. Ask them to share these examples with fellow student as well. Give students worksheets and ask them to complete the given worksheets correctly. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to tell what a countable, uncountable and a collective noun is. Note their responses.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Worksheet

Name: _____

Date: _____

Read the given countable and uncountable nouns and fill in the correct boxes.

soup	bun	sandwich	salt
cookie	cereal	pasta	egg
tea	peanut	milk	watermelon
pizza	flour	burger	rice
butter	candy	juice	cake
honey	jam	hot dog	banana

Countable Nouns		Uncountable Nouns	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Types of nouns

Date:

Objective(s):

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

Recognise and use the types of nouns i.e. concrete and abstract nouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 8-9

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'.

Ask students to sit in a circle. Ask student at random to share a noun (countable, uncountable, collective, common or proper). Ask next student to use the shared noun in a sentence of their own. Ask the same student to share a noun for next fellow student to make a sentence. Repeat the process until all students take part in the activity. Appreciate them all for their active participation by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to recall the concept of 'nouns'. Tell students that noun is the name of a person, place, thing or idea. Tell students that there are different types of nouns such as concrete, abstract, collective, common, proper noun etc. tell students that a concrete noun refers to a physical object. We can feel and touch the object. Tell students that an abstract noun refers to an idea or a general quality but not to a physical object. Tell students that abstract nouns are used to identify concepts, experiences, ideas, qualities, and feelings.

Read the statement (vi) of 'Grammar' Section aloud. Ask students to read the given examples of concrete nouns aloud. Ask students at random to look around and tell the names of concrete nouns from their surroundings. Encourage them to share as many examples as they can. Appreciate them for their correct answers. Read the statement (vii) of 'Grammar' Section aloud. Ask students to read the given examples of abstract nouns aloud for better understanding.

Read the statement (viii) of 'Grammar' Section aloud. Ask students to read the given examples one by one. Ask them to notice the underlined words carefully and write the type of noun for underlined words carefully in the given space. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share some concrete and abstract nouns with fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Sentences pattern

Date:

Objective(s):

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

Use simple pattern sentences: SV Subject-Verb (intransitive), SVO: Subject-Verb Object.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 9-10, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students at random to share some nouns. Write those nouns on board. Ask student at random to share appropriate pronouns for the written nouns. Write the correct pronoun for each written noun on board as well. Ask students at random to use the written nouns and pronouns in sentences of their own. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about simple sentence patterns. Tell them that they will learn Subject-Verb (SV) pattern. Tell students that a sentence is a group of words that usually contains a subject and verb and expresses a complete idea. Tell students that the 'subject' is a noun, noun phrases, or pronoun that usually comes before the main verb. The 'verb', on the other hand, is a word or group of words that describes an actions or states. Ask students to read the given examples and notice the use of 'subject' and 'verb' in the given examples. Write few example of 'Subject-Verb' pattern on board and label them accordingly for better understanding of students.

Ask them to open their textbooks at page 10. Tell them that they are going to learn about Subject-Verb-Object pattern as well. Tell students that a transitive verb has an object. Tell them that an intransitive verb does not have an object. So, we can say that there are two simple patterns of a sentence. Tell students that a simple sentence has a subject and object but it may also have an object as a modifier. Read the given examples of subject-verb-object pattern and ask student to notice the usage of 'object' in given examples.

Activity:

Read the statement (ix) from 'Grammar' section. Ask students to arrange the words to make sentences in the given space. Ask them to identify the subject, verb and object in the arranged sentences. Help them if need be. Appreciate them all for their correct answers. Give students worksheets and ask them to complete the given worksheets correctly.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Ask students at random to tell what do they understand by term 'subject', 'verb' and 'object'. Note 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	English	6		40 Mins

Worksheet

Name: _____

Date: _____

Read the given sentences carefully. Write the 'subject', 'verb' and 'object' in the proper columns.

- She holds a flower bouquet.
- He kicked a ball.
- The monkey eats an apple.
- They played with cat
- Ahmad finishes his work.

<u>Subject</u>	<u>Verb</u>	<u>Object</u>

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 6

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Simple present tense

Date:

Objective(s):

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

- Recognise the form, functions; and use of: Simple present tense

Resource Material:

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 a few sentences on board using simple present tense. For example; Sara eats lunch. Zain sleeps. Students clap, etc. Ask students at random to come in front of the class and act according to the sentences. Repeat the process two to three times. Ask students at random to share some more sentences as well to let other students act accordingly. Appreciate them all for their active participation in classroom activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about simple present tense. Tell students that the simple present tense expresses an action that takes place in the present time. Ask students to open their textbooks at page 11. Read statement (x) from 'Grammar' section aloud. Write the sentence structure of affirmative, negative and interrogative for simple present tense on board. Make sure to write some examples as well on board and underline them according to the sentence structure for better understanding of students. Ask students at random to read the examples on board and notice the use of highlighted words.

Read the statement (xi) and ask student to read the given sentences aloud. Ask them to notice the use of highlighted words in sentences as well. Write the rules to make

He , She , It , Name , And Any Singular = Verb 1st form + s , es

I , You , We , They , And Any Plural = Verb 1st form

simple present tense on board. Write few examples on board to explain the rules of simple present tense. Encourage students at random to share some sentences from their daily routine using simple present tense. Help them if need be. Help student to share as many examples as they can.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Assess your students by asking them about the sentence structure and rules of simple present tense.

Homework:

(2 min)

Learn the sentence structure of simple present tense at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Simple present tense

Date:

Objective(s):

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

- Recognise the form, functions; and use of: Simple present tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 11, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students at random to tell what they know about simple present tense. Write the sentence structure for simple present tense (affirmative, negative, interrogative) on board. Now encourage students at random to share some sentences using simple present tense. Appreciate them for their correct answers. Ask other students at random to change these affirmative sentences into negative and interrogative. Appreciate them all for their correct answers to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to revise the concept of simple present tense today. Tell them that simple present tense expresses an action that takes place in the present time. Tell students that simple present tense can be used for various purposes as well. Tell them that a simple present tense is used to quote general truths, to denote the habitual actions that happens on daily bases or at a regular interval, to **give directions or instructions to others.**

Activity:

Ask students to open their textbooks at page 11. Ask students to read the examples of simple present tense for various purposes one by one. Explain each example one by one to students for their better understanding. Give worksheet to students. Ask them to solve the given worksheet. Ask students to share their answers with fellow students as well. Appreciate them all for their correct answers.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Assess your students by asking random questions about simple present tense.

Homework:

(2 min)

Write five sentences using simple present tense in your notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Worksheet

Name: _____

Date: _____

Fill in blanks using in mind the sentence structure of simple present tense. Make negative and interrogative sentences using the above mentioned examples.

- I always _____ my friend. (help)
- She _____ tea but not the coffee. (like)
- He _____ very hard for his examination. (work)
- You _____ very little. (eat)
- She _____ office at five. (reach)

Negative

Interrogative

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 8

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Punctuation and Multisyllable

Date:

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using capitalization, full stops.
- Recognise and rectify faulty punctuation in a given text and own work.
- Spell and write accurately using knowledge of phonic elements, words.
- Write multisyllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel consonant patterns.

Resource Material:

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

Bring a chart paper for punctuation marks in class and place it on the board. Ask students at random to come in front of the class and use the given punctuation marks in sentences of their own. Encourage them to use the punctuation marks accurately. Help them if need be. Help them in understanding the usage of these punctuation marks if needed. Appreciate them all for correct usage of punctuation marks in sentences.

Punctuation Marks

! Exclamation

● Full Stop

, Comma

? Question Mark

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to write few sentences using correct punctuation. Recall the concept of capitalisation rules with students. Tell them that we capitalise first words of sentence, all the name and proper nouns in a sentence, days, month, holidays, first letter of word in quotation marks. Ask students to open their textbooks at page 12. Read the statement under 'Punctuation Marks' heading. Ask students to rewrite the sentences using the correct capitalisation, exclamation marks, full stop, apostrophe and comma. Encourage them to write in neat hand writing without any spelling mistake. Appreciate them for their correct spellings to boost their confidence.

Tell students that they are going to learn about multi syllable words. Tell them that a multisyllabic word has more than one syllable. Ask students to open their textbooks at page 12. Read the statement (i) under 'Guided Writing' heading. Ask students to read the given words with correct pronunciation and notice the syllabic division. Help them if need be for correct pronunciation of words. Appreciate them for their work to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to write a sentence of your choice on board with correct capitalisation and punctuation.

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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: Seerat-un-Nabi

Topic: Analogies

Date:

Objective(s):

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

- Making analogies from familiar words.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Write a few random words on board such as carrot/vegetable, apple/fruit, moon/night, sun/day etc. now ask students at random to think of some similarities, opposites and connections between these words. Ask students to use these word pairs in sentences of their own. Appreciate them for their involvement in classroom activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about analogies. Tell students that an analogy shows a comparison between things, typically for the purpose of explanation or clarification. Analogies are a type of figurative language. They are normally used to compare two things for their similarities but in actual they have no similarities.

Ask students to open their textbooks at 13. Ask them to read the statement (ii) in "Guided Writing" section. Read all the analogies with sentences aloud and ask students to repeat after you. Explain the connection between these analogies to students for their better understanding. Make them understand the connection between these analogies with the help of sentences. Read the statement (iii) in "Guided Writing" section. Ask students to read the given phrases carefully to understand them in order to complete the analogy words. Explain each example and the relation among words to students for their better understanding. Help them if need be. Write the correct answers on board. (kitten, up, write, blacksmith, day, out) Give worksheet to students. Ask them to solve the given worksheet. Appreciate students for their work to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to think and share some more analogies of their own.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Worksheet

Name: _____

Date: _____

Complete the given analogies.

- Bird is to fly as fish is to _____
- Parrot is to feather as bear is to _____
- Lion is to carnivorous and rhino is to _____
- Cat is to kitten as hen is to _____
- Cheetah is to active as sloth is to _____
- Brush is to paint as broom is to _____
- Soldier is to fight as doctor is to _____
- See is to saw as go is to _____
- Heat is to summer as cold is to _____
- Red is to stop as green is to _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Paragraph Writing

Date:

Objective(s):

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

- Write a paragraph using multisyllabic words. Highlight them and count the number of syllables.
- Practice note-taking for different purposes in a legible and consistent handwriting.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 13

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students to sit in a circle. Tell students that today they are going to discuss the topic 'Importance of Hard work'. Ask students to share their thoughts on this topic. Ask students to think of some reasons that why should we work hard and share it to fellow students. Now, ask students at random to write one benefit of 'hard work' on board. Make sure to involve all students in the activity. Appreciate them for their answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to write about the 'Importance of hard work' in their notebooks.

Ask students to open their textbook at page 13. Read the statement (iv) of 'Guided Writing' section. Ask students to complete the given mind map by brainstorming the ideas about the given topic. Encourage them to write in neat hand writing. Help the if need be to brainstorm the ideas for the given topic.

Ask students to open their textbook at page 13. Read the statement (v) of 'Guided Writing' section. Now, encourage students to write a paragraph about the 'Importance of Hard work' in their notebooks. Ask them to use the filled mind map for the given topic. Ask students to use neat hand writing. Ask students to use correct capitalisation, punctuation and spelling to write their paragraph. Ask students to use multisyllabic words in their paragraph as well. Encourage them to write the paragraph independently. Now, ask students to read their paragraphs and highlight the multisyllabic words. Ask them to find as many words s they can and highlight them. Appreciate students for their work by clapping to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share their multisyllabic words with fellow student by taking turns.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: Seerat-un-Nabi (S.A.W)

Topic: Creative Writing

Date:

Objective(s):

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

Write own story by using multisyllabic words, correct spelling, consonant and vowel blend patterns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 14

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students to sit in a circle. Tell students that today they are going to discuss about different stories. Ask students at random to tell what stories they like the most? Ask them to tell their favourite genre of stories. Ask students to share a story which they have read recently. Ask them to take turns for sharing their stories. Ask them to share the reason of likeness/dis likeness as well. Ask them to share their own views about story to fellow students. appreciate them for their active participation in classroom activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to write a story. tell student in order to write a story of own own, we should prepare some notes. Tell them that notes-taking helps to understand the text as it helps to highlight the salient points of the text, lesson or task. Ask students to open their textbook at page 14. Read the statement of 'Creative Writing' section.

Red the given situation aloud and encourage students to use their imagination to write a story for the given situation. Ask students to gather idea and take notes for better understanding of the situation. Ask students to write the story on their notebooks using multi-syllable words, and correct spellings. Tell students that when a group of consonants occur next to each other and give their independent sounds are called consonant clusters such as cl, br, fl, etc. Tell students that a vowel blend is a group of two vowels which together make a single vowel sound such as ou, ea, ai, etc. Ask students to read their written stories and highlight as many consonant/vowel blends as they can. Appreciate them for their good work to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share their stories with their fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: Eid ul Fitr

Topic: Reading

Date:

Objective(s):

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

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding. (Let's Get Started)
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Personal recounts (e.g., diary entries, biographies).

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students to sit attentively. Tell students that today they are going to have a discuss about Eid Day Celebrations. Ask students at random to tell what do they know about Eid. Note their responses. Ask students to share their routines on Eid day. Ask them to tell how do they spend their Eid day at home with their families. Note their responses. Appreciate them for their participation in activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read the unit 'Eid-ul-Fitar'. Ask students to open their textbooks at page 15. Ask students to read the title of the unit and tell what they understand by this title.

Ask students to share their Eid day routines and tell what preparations they do with their family members for Eid. Ask them to share what part of Eid they like the most. Ask them to tell the best thing they like about Eid. Ask students to open page 16. Tell students that today we are going to read a unit about Eid-ul-Fitar. Ask students at random to tell when is Eid-ul-Fitar celebrated. Note their responses. Ask students to share their Ramadan routine with fellow students. Ask them to tell how they spend their day while fasting in Ramadan. Ask students at random to read the unit with correct pronunciation and intonation. Tell correct pronunciation of words if needed. Explain them the importance of fasting during Ramadan. Tell them that fasting promotes love and harmony among Muslims around the world. Fasting teaches us how to control ourselves during hard times and gives us a glimpse of miseries of poor. Appreciate them all for their good work in class.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share the importance of Ramadan for Muslims.

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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: Eid ul Fitr

Topic: Reading

Date:

Objective(s):

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

- Read the text of the lesson. (Next two paragraphs).
- Identify the topic sentence as the main idea and supporting details in a paragraph.
- Recognise a paragraph as a meaningful unit of expression with its own topic sentence and supporting details.
- Recognise features of an effective topic sentence using specific words and vivid verbs.
- Identify sentences in a paragraph that support the main idea through: definition, example, and/or evidence.

Resource Material:

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 Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 4-5 groups of students. Ask each group to share with each other the details of their routine day in Ramadan. Ask them to share their Sahoor and Iftaar routines with each other. Ask them to tell what they like to eat in Iftaar and Sahoor. Share your Ramadan routine with student as well. Appreciate them all for their active participation in group activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read the unit 'Eid-ul-Fitar. Ask students to open their textbooks at page 16. Tell students that today we are going to learn about supporting detail and main idea of a text. Tell them that supporting details provide information to clarify, prove, or explain the main idea. These details demonstrate the importance of the main idea. Tell them that theme is the main idea of the text. Tell students that theme of a text is the central focus point of the text.

Ask students to open their textbooks at page 16. Ask them to read the unit with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. Ask students to notice the highlighted text. Tell them that these sentences are the supporting details that are explaining the main idea of the unit. Appreciate them for their good work to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share some key points of the unit aloud.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 6

Unit Name: Eid ul Fitr

Topic: Reading

Date:

Objective(s):

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

- Read the text of the lesson. (Remaining paragraphs).
- Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning.
- Analyse organizational patterns in a text:
 - ✓ list/ sequence of ideas/ events
 - ✓ comparison contrast
 - ✓ cause effect
 - ✓ Problem solution

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 17

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Make 4-5 groups of students. Ask each group to write some important points about the importance of Eid-ul-Fitar for Muslims. Ask them to gather ideas that why Allah has blessed Muslims with Eid-ul-Fitr. After the completion of ideas and information, ask each group to share their information with fellow students one by one. Ask students to highlight the importance of Eid in relation to helping poor around us as well. Note their responses. Appreciate them for their correct answers by clapping to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to read the unit 'Eid-ul-Fitar. Tell students that today we are going to read the remaining unit. Tells students that a prediction is a guess we make based on the clues in the text. These predictions help us in the text. It helps us to make connections between new information and what we already know. Recall the concept of main idea and supporting details as well. Ask students to open their textbooks at page 17.

Ask them to read the remaining unit with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to tell why Muslims pay Fitrana? Note their responses.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Eid ul Fitr

Topic: Words Meanings

Date:

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

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

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

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 18. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity:

Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up:

(3 min)

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

Assessment:

(3 min)

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

Homework:

(2 min)

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 8

Unit Name: Eid ul Fitr

Topic: Question Answers

Date:

Objective(s):

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

- Understand and answer the given questions.
- Ask and answer simple and higher-order questions to guide/assess reading.
- Scan to answer short questions, locate an opinion.
- Distinguish between what is clearly stated and what is implied.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.

Resource Material:

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'.

Recall the unit 'Eid-ul-Fitar' with students. Make pairs of students. Ask each pair to share what they have learnt from the unit. Encourage them to share the message of the unit 'Eid-ul-Fitar' with their fellow students by taking turns. Ask students at random to tell what do they like the most about this unit. Ask them to share the reason of their likeness as well. Note their responses. Make sure to involve all students in the conversation.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions. Ask students to open their textbooks at page 18. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Repeat the process for 'Reading for Understanding' and 'Reading for Inference' section as well. Help them to understand the questions from each sections and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

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

Homework:

(2 min)

Write answers of statement (ii) 'Comprehension' section in notebook in neat hand writing.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Eid-ul-Fitr

Topic: Question Answers

Date:

Objective(s):

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

- Understand and answer the given questions.
- **Read, think and Do it!**

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'.

Ask students at random to tell what have learnt from the unit 'Eid-ul-Fitar'. Encourage them to share the message of the unit 'Eid-ul-Fitar' with their fellow students. Tell them that we should observe fast during Ramadan. Tell the student that fasting is very beneficial for us in terms of improving our digestive system. Tell student to share some benefits of fasting on their own. Appreciate them for their correct answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well. Ask students to open their textbooks at page 18. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Analysis' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own. Correct them if they give wrong answers. Write the correct answers on the board and ask them to write answers in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Tell students that today they are going to learn the element of a paragraph. Read the statement (ii) of 'Reading Comprehension' section aloud. Ask students to read the elements of a paragraph aloud one by one. Explain these elements to students for their better understanding. Explain the concept of topic sentence, supporting details and concluding sentence to students. Ask students to read the activity given in 'Read, Think and Do it!' section. Ask students that if they are familiar with any other festivals of other countries. Ask them to share the details of these festivals. Note their responses. In order to complete the activity, provide internet facility to students to gather information about the festivals celebrated in different countries. Ask students to compare any two festivals and write about the differences in the festivals of different countries.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Assess your students by asking random questions from the unit.

Homework:

(2 min)

Learn more about festivals of different countries using internet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: Eid-ul-Fitr

Topic: Listening and Speaking

Date:

Objective(s):

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

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 19 20

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Enter the class and greet students. tell them that yesterday you went for shopping. You wanted to buy some books and a dress for an occasion. Ask students at random to tell if they like going shopping. Note their responses. Ask students to tell have they even gone on shopping with their friends. Ask them if they like to go for shopping with their friends. Ask them to tell who would they love to go shopping with. Note their responses. Appreciate them for their responses.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to read a dialogue about enjoyment and understanding. Ask students to open their textbooks at page 19. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand the manners and patterns and variety of contexts. Tell students that we should know how to communicate our needs and desires with others. Tell them that we should take turns while talking with others. it is not appropriate to interrupt others while talking. Tell students that we should talk to others properly to express our feelings. Make pairs of students and ask them to practise the given dialogue with correct pronunciation.

Activity:

Write the quote "Last Eid Day" on board. Ask students at random to tell what they understand by this quote. Note their responses. Make pairs of students. make pair of students and ask them to discuss the given topic in detail with each other. Ask them to share the details of event of last Eid, what they like or dislike most about this event, what is the reason of your interest for Eid event. Make sure to involve all students in the activity.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Ask students to think and share some more activities they would love to do on Eid day.

Homework:

(2 min)

Practice the given dialogue at home with parents/siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: Eid ul Fitr

Topic: Compound words

Date:

Objective(s):

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

Comprehend the role of compound words in vocabulary building, and make compound words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 20

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring some story books in the classroom. Make four to five groups of students. ask students to find some words in the storybooks that be paired together such as thunder/storm, foot/ball etc. make sure to involve all students in the activity. Appreciate the group who successfully find such pair that go together to form a new word.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about compound sentences. Tell students that a compound word I made up of two words and it comes together to make one new word. each word carries its own meanings. A compound word creates a new meaning. Compound words helps us to improve our vocabulary and simplifying writing. Ask students to open their textbooks at page 20. Read the statement (i) of 'Vocabulary' section aloud. Ask students to read the given examples of compound words aloud. Ask students at random to share some more compound words if they can. Read the statement (ii) aloud. Ask students to match the words together to make compound words and write them in the given space. Encourage them to complete their work independently. After making the compound words, encourage students to read the given sentences and understand their meanings. Ask students to use the solved compound words to filling the blank in given sentences. Help them if need be. Appreciate them all for their good work to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share some more examples of compound words with fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Unit Name: Eid ul Fitr

Topic: Gender Nouns

Date:

Objective(s):

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

Sort the nouns by gender i.e. masculine, feminine, and common (e.g., baby), neuter (e.g., property).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21, newspaper cuttings, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students to sit in a circle. Tell students that today they are going to play a fun activity. Bring some newspaper cuttings in the classroom. Make pair of students. Give each pair a newspaper cutting. Now encourage students to find as many nouns they can find in that cutting as they can. Ask them to highlight the words. Ask them to highlight the names of males/females as well. Ask them to read aloud the words that are highlighted in the newspaper for their fellow students. Appreciate them all for their correct answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about 'nouns'. Tell students that there are different types of nouns such as concrete, abstract, collective, common, proper noun etc. Tell students that today they are going to learn about gender nouns as well. Tell them that masculine gender nouns are used for men, boys and male animals. Tell them that feminine gender nouns are used for women, girls, and female animals. Tell them that common gender nouns are used for both males and females. Tell students that neuter gender nouns are used for neither a male nor a female. Ask students to open their textbooks at page 21. Ask them to read the statement (i) of 'Grammar' section aloud. Ask students at random to read the given examples aloud and notice the highlighted words. Ask them to notice that each highlighted word belongs to a specific category of gender nouns.

Read the statement (ii) aloud. Ask students to read the given gender nouns in the word bank one by one. Ask students at random to tell which word is Masculine, feminine, neuter or common noun. Note their responses. Ask students to fill in the given table accurately using the gender nouns. Help them if need be. Appreciate them for their correct answers. Read the statement (iii) aloud. Ask students to read the given sentences aloud. Now, encourage them to underline the gender nouns given in these sentences. Help them if need be. Now encourage students to write the opposites of these gender nouns in the given blanks. Encourage them to complete their work on their own. Give worksheet to students. Ask them to solve the given worksheet. Appreciate them by clapping for their good work.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to tell share an example of masculine, feminine, common or neuter noun.

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	English	6		40 Mins

Worksheet

Name: _____

Date: _____

Fill in the columns using correct gender nouns.

<u>Masculine</u>	<u>Feminine</u>

<u>Neuter</u>	<u>Common</u>

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: Eid ul Fitr

Topic: Personal Pronouns

Date:

Objective(s):

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

Recognise and use personal pronouns as subjective, objective, possessive cases.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 22

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Write some nouns on board. For example; Hassan, Sara, Children, Goat, Students, etc. Write some random pronouns on board as well for example, His, She, Them, It, They, etc. ask students at random to come in front of the class. Ask student to use any noun and pronoun to make a sentence on board. Encourage them to use correct pronoun for the chosen noun. Help them if need be. Appreciate them by clapping for their correct usage of nouns/pronouns.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about 'pronouns'. Tell students that a pronoun is a word that takes the place of a noun. Tell them that a personal pronoun is used to replace the names of people or things that perform actions. Common personal pronouns include 'I, me, he, she, it, him, her, you, we, they, them'. Explain the uses of pronouns according to gender, singular, plural by giving some examples. Ask students to open their textbooks at page 22. Ask them to read the statement (iv) of 'Grammar' section aloud. Ask students at random to read the given examples aloud and notice the personal pronouns in the given examples. Encourage students to circle the correct personal pronoun to complete the sentences. Appreciate students for their correct answers.

Tell students that pronouns are of different types. Tell them that subjective case of pronoun is used as the subject of a verb. 'I, you, he, she, it, they' are called subjective pronouns. Ask students to open their textbooks at page 22. Ask them to read the statement (v) of 'Grammar' section aloud. Ask students at random to read the given examples aloud and notice the usage of subjective case of pronouns in these sentences. Ask students at random to use the subjective case of pronouns in sentences of their own for better understanding.

Sum Up:

(3 min)

Sum up the concept by explaining the concept again.

Assessment:

(5 min)

Ask students at random to share some sentences using personal pronoun/subjective case of pronoun.

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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 6

Unit Name: Eid ul Fitr

Topic: Personal Pronouns

Date:

Objective(s):

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

- Recognise and use personal pronouns as subjective, objective, possessive cases.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 22-23

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

Write some nouns on board. Write some random pronouns on board as well for example, His, She, Them, It, They, etc. Ask students at random to come in front of the class. Ask student to use any noun and pronoun to make a sentence on board. Encourage them to use pronouns correctly. Help them if need be. Appreciate them by clapping for their correct usage of pronouns.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about 'pronouns'. Tell students that a pronoun is a word that takes the place of a noun. Tell them that objective case of pronouns I used as the object of verb. We use the objective case of pronouns when the pronoun is a direct or indirect object of a verb. Ask students to open their textbooks at page 22. Ask them to read the statement (vi) of 'Grammar' section aloud. Ask students at random to read the given examples aloud and notice the objective case pronouns in the given examples. Encourage students at random to use the objective case pronouns in sentences of their own. Appreciate students for their correct answers.

Tell students that personal pronouns are also called possessive pronouns. A pronoun indicating possession is possessive pronoun for example mine, yours his, hers, its and theirs. All these pronouns indicate and help to identify possession and ownership. Ask students to open their textbooks at page 23. Ask them to read the statement (vii) of 'Grammar' section aloud. Ask students to write the sentence using personal pronouns in subjective, objective and possessive case. Ask them to complete their work independently with the help of examples. Help them if need be. Ask students to complete their work using neat hand writing and correct spellings. Appreciate students for their correct answers to boost their confidence.

Sum Up:

(3 min)

Sum up the concept by explaining the concept again.

Assessment:

(5 min)

Ask students at random to share some sentences using personal pronoun in subjective/objective/possessive case.

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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 7

Unit Name: Eid ul Fitr

Topic: Sentence Patterns

Date:

Objective(s):

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

Use simple pattern sentences: SVA: Subject-Verb- Adjective.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 23

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students at random to share some adjectives. Write those adjectives on board for example pretty, big, beautiful etc. Ask student at random to share appropriate noun for the written adjectives. Write the correct noun for each written adjective on board as well. Ask students at random to use the written nouns and adjectives in sentences of their own. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about simple sentence patterns. Tell them that they will learn Subject-Verb-Adjective (SVA) pattern. Tell students that a sentence is a group of words that usually contains a subject and verb and expresses a complete idea. Tell students that the 'subject' is a noun, noun phrases, or pronoun that usually comes before the main verb. The 'verb', on the other hand, is a word or group of words that describes an actions or states. Tell students that an adjective is a word that modifies or describes a noun or pronoun.

Ask them to open their textbooks at page 10. Ask students to read the given examples and notice the use of 'subject' 'verb' and 'adjective' in the given examples. Encourage them to share some more adjectives on their own and write them on the board. Read the statement (ix) from 'Grammar' section. Ask students to read the given sentences carefully. Ask them to identify the subject and verb in the sentences and think of a suitable adjective for these sentences. Encourage them to write these adjectives in the given space to complete the sentences. Help them if need be. Appreciate them all for their correct answers. Read the statement (x) aloud. Ask students to use the given adjectives to write sentences of their own. Appreciate them for their good work.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Ask students at random to tell what do they understand by term 'subject', 'verb' and 'adjective'. Note 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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 8

Unit Name: Eid ul Fitr

Topic: Past tense

Date:

Objective(s):

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

Recognise the form, functions; and use of past tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 24

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Write a few sentences on board using simple past tense. For example; Sara ate lunch. Zain slept. Students clapped, etc. Ask students at random to come in front of the class and act according to the sentences. Repeat the process two to three times. Ask students at random to share their routine of the last weekend. Ask them to tell how they spent their whole day. Appreciate them all for their active participation in classroom activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about simple past tense. Tell students that the simple past tense represents the action that has happened before the present time and is no longer happening.

Ask students to open their textbooks at page 24. Read statement (xi) from 'Grammar' section aloud. Write the sentence structure of affirmative, negative and interrogative for simple past tense on board. Make sure to write some examples as well on board and underline them according to the sentence structure for better understanding of students. Ask students at random to read the examples on board and notice the use of highlighted words.

S + V-ed

She worked yesterday.

S + did not + verb (base form)

She didn't work yesterday.

Did + S + verb (in base form)?

Did she work yesterday?

Read the statement (xii) and ask student to read the given sentences aloud. Ask them to notice the use of highlighted words in sentences as well. Write the rules to make simple present tense on board. Write few examples on board to explain the rules of simple past tense. Encourage students at random to share some sentences from their previous month/week routine using simple past tense. Help them if need be. Help student to share as many examples as they can.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Assess your students by asking them about the sentence structure and rules of simple past tense.

Homework:

(2 min)

Learn the sentence structure of simple past tense at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: Eid ul Fitr

Topic: Past tense

Date:

Objective(s):

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

Use past tense in your own sentences.

Resource Materials:

Chalk/marker, white-/blackboard, Textbook page 24, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Ask students at random to tell what they know about simple past tense. Write the sentence structure for simple past tense (affirmative, negative, interrogative) on board. Now encourage students at random to share some sentences using simple past tense. Appreciate them for their correct answers. Ask other students at random to change these affirmative sentences into negative and interrogative. Appreciate them all for their correct answers to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to revise the concept of simple present tense today. Tell them that simple present tense expresses an action that takes place in the present time. Tell students that simple present tense can be used for various purposes as well. Tell them that a simple present tense is used to quote general truths, to denote the habitual actions that happens on daily bases or at a regular interval, to give directions or instructions to others.

Ask students to open their textbooks at page 24. Ask students to read the sentence structure with examples of simple past tense for their better understanding. Read statement (xiii) aloud. Ask students to write sentences using simple past tense on their notebooks in neat hand writing. Give worksheet to students. Ask them to solve the given worksheet. Encourage them to write sentences independently. Appreciate them for their good work.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(3 min)

Assess your students by asking random questions about simple past tense.

Homework:

(2 min)

Write few sentences using simple past tense in your notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Worksheet

Name: _____

Date: _____

Fill in blanks using in mind the sentence structure of simple past tense. Make negative and interrogative sentences using the above mentioned examples.

- I _____ an old lady yesterday. (Meet)
- I _____ him last week. (Visit)
- He _____ the ball to me. (Throw)
- I _____ her in the market. (See)
- They _____ through the garden. (Run)

Negative

Interrogative

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: Eid ul Fitr

Topic: Punctuation

Date:

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using capitalization, exclamation marks, full stops.
- Recognise and rectify faulty punctuation in a given text and own work.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 24-25

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Draw some punctuation marks on the board and write their names as well. Ask students at random to come in front of the class and use the given punctuation marks in sentences of their own. Encourage them to use the punctuation marks accurately. Help them if need be. Help them in understanding the usage of these punctuation marks if needed. Appreciate them all for correct usage of punctuation marks in sentences.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to write few sentences using correct punctuation. Recall the concept of capitalisation rules with students. Tell them that we capitalise first words of sentence, all the name and proper nouns in a sentence, days, month, holidays, first letter of word in quotation marks. Tell students that we use parenthesis to enclose some extra information in the sentence. Parenthesis are used to enclose a sentence that offers some unnecessary information in the text.

Ask students to open their textbooks at page 25. Read the statement under 'Punctuation Marks' heading. Ask students to rewrite the sentences using the correct capitalisation, exclamation marks, parentheses, full stop, apostrophe and comma. Encourage them to write in neat hand writing without any spelling mistake. Appreciate them for their correct spellings to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to write a sentence of your choice on board with correct capitalisation and punctuation.

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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: Eid ul Fitr

Topic: Features of a good paragraph

Date:

Objective(s):

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

- Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea Write a simple unified paragraph on a given topic:
- Write a clear topic sentence using specific words, vivid verbs, modifiers, etc
- Add adequate supporting details to complete the idea.

Resource Material:

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 sit in a circle. Tell students that today they are going to discuss different aspects about the unit 'Eid-ul-Fitar'. Ask students to share some information they have read in the unit. Ask students to tell what is 'Fitra'. Not their responses. Ask students to share what is the importance of 'Eid' in their opinion. Make sure to involve all students in the conversation. appreciate them all for their participation in the classroom activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn about features of good paragraph. Tell them that a paragraph should be according to the topic or idea. A paragraph should have a topic sentence that must have some specific words, verbs, adjectives, or adverbs to make the topic or idea of the paragraph clearer. The topic sentence could also be a fact or statement. Tell students that a paragraph should have a sequence of thought for example all ideas in the paragraph should be related and connected to the leading idea. Tell students that a paragraph should have a final sentence in the concluding paragraph that should sum up the whole paragraph.

Tell students that while writing a paragraph we do not treat the subject of the paragraph completely, rather we choose one aspect of the the topic to write a paragraph about. Ask students to open their textbooks at page 24. Read the 'Features of Good Paragraph' under the 'Guided Writing' section. Explain each point to students by giving examples with the help of unit. Make sure to make students understand the features of paragraph.

Sum up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share a feature of a good paragraph.

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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Unit Name: Eid ul Fitr

Topic: Topic sentence and supporting details

Date:

Objective(s):

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

Write topic sentence and supporting details for the given paragraph.

Resource Material:

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 at random to tell what have learnt from the unit 'Eid-ul-Fitar'. Encourage them to share the message of the unit 'Eid-ul-Fitar' with their fellow students. Tell them that we should observe fast during Ramadan. Tell the student that fasting is very beneficial for us in terms of improving our digestive system. Ask students if they fast during Ramadan. Tell student to share some benefits of fasting on their own. Appreciate them for their correct answers.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn the element of a paragraph. Ask students to read the features of a paragraph aloud one by one. Explain these elements and features to students for their better understanding. Explain the concept of topic sentence, supporting details and concluding sentence to students. Read the statement (i) of 'Guided Writing' section aloud. ask students to open their unit 'Eid-ul-Fitar'. Ask them to read the last paragraph of their unit. Make sure that all students attentively read the paragraph.

Now ask students at random to guess a 'topic sentence' for the given last paragraph of unit. Note their responses. Appreciate the for correct answers. Now ask students to find some supporting details for the topic sentence that they just choose. Encourage them to work independently. Help them if need be to locate the topic sentence and supporting details. Now, ask students to write the topic sentence and supporting details in their textbooks in neat hand writing. Appreciate them all for their good work by clapping for them.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking random questions from the unit.

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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: Eid ul Fitr

Topic: Creative Writing

Date:

Objective(s):

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

- Write a simple unified paragraph using supporting details to develop the main idea.
- Use transitional devices to join sentences within a paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 26

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students to sit in a circle. Tell students that today they are going to discuss about different stories. Ask students at random to tell what stories they like the most? Ask them to tell their favourite genre of stories. Ask students to share a moral story which they have read. Ask them to take turns for sharing the good morals of the stories with each other. Ask them to share their own views about the moral of story and its impact on society. Appreciate them for their active participation in classroom activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to write a paragraph. Tell student in order to write a paragraph we should focus the features of writing a good paragraph. Recall the concept of paragraph writing and its features with students. Tell them that a paragraph should be according to the topic or idea. A paragraph should have a topic sentence that must have some specific words, verbs, adjectives, or adverbs to make the topic or idea of the paragraph clearer. The topic sentence could also be a fact or statement. Tell students that a paragraph should have a sequence of thought for example all ideas in the paragraph should be related and connected to the leading idea. Tell students that a paragraph should have a final sentence in the concluding paragraph that should sum up the whole paragraph. Tell students that while writing a paragraph we do not treat the subject of the paragraph completely, rather we choose one aspect of the the topic to write a paragraph about. Ask students to open their textbook at page 26. Read the statement of 'Creative Writing' section. Ask students to think of some idea about the topic 'Good Dead'. Discuss the topic with fellow students. ask students to read the topic sentence given carefully. Ask students to write a short paragraph keeping in mind the topic sentence. Ask them to make sure using supporting details that can develop a main idea. Ask students to use transitional devices as well. Ask student to write their paragraphs using correct punctuation as well. Appreciate them all for their writing by clapping to boost their confidence.

Sum Up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to read their paragraph to share with fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 6

Unit Name: Eid ul Fitr

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 1-10

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'.

Ask students at random to tell if they can share the personality traits and qualities of our beloved prophet Hazrat Muhammad (S.A.W). Note their responses. Ask students at random to come in front of the class and tell which quality of Hazrat Muhammad has inspired the most. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 4. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Ask students to read the questions given in "Reading Comprehension section aloud. Recall the concept of textual questions. Ask student to give example of a textual questions. Note their responses. Recall the concept of fiction/non-fiction story. make sure that students share names of some fictional stories as well.

Make pair of students. Ask them to practice the given dialogue with each other. Recall the concept of dictionary use with students. Ask them to share what a guide word and an entry word is. Note their responses. Ask students at random to demonstrate how can we find a meaning of words in a dictionary. Appreciate the student for correct demonstration. Recall the concept of nouns with students. make two groups of students. ask each group to write three example for common. Proper, abstract, concrete, countable, uncountable, and collective nouns. Make sure to involve all students in the activity.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking them what they know about 'Subject-Verb' and 'Subject-Verb-Object' pattern of 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	SUN - SNC	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 7

Unit Name: Eid ul Fitr

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 11-18

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Write the sentence structure of simple present tense on board. Make three groups of students. Ask group one to share five sentences using simple present tense. Write those sentences on board. Ask second group to convert these sentences into negative form using the structure of simple present tense. After writing these negative sentence on board, ask third group to make interrogative sentences keeping in mid the sentence structure. Appreciate all of them by clapping for their correct responses.

Main Activities/Concept Building:

(27min)

Tell students that today they are going to revise and review some concepts. Recall the concept of punctuation marks, capitalisation with students. Ask students at random to write few sentences using correct capitalisation and punctuation on board. Ask students at random to find three and four syllabic words in the unit 'Seerat-un-Nabi'. Appreciate them for their correct answers. Write few analogies on board. Students at random to tell what is the connection between these examples. Call students at random to write an analogy on board. Appreciate them for correct answer. Ask students at random to tell how do they spend their Eid day. Note tier responses. Ask random students to tell what kind of preparations their family have on Eid day. Ask them to tell what they like most about the Eid. Note their responses. ask students to tell what do they understand by term 'prediction'. Ask students to open page 18 and learn the difficult word meanings. Ask them to read the unit and underline any difficult word in the unit and help them understanding its meaning. Ask students to read the questions under 'Reading Comprehension' section one by one. Ask students at random to tell what a literal question is. Note their responses. appreciate them all for their correct answers.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

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

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	English	6		40 Mins

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 8

Unit Name: Eid ul Fitr

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 pages 18-26

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. Ask students to discuss the elements of a paragraph with each other. Ask each pair to read the unit 'Eid-ul-Fitar' and notice the elements of paragraph. Ask them to locate the topic sentence, supporting details and concluding sentences while reading the unit. Appreciate them for their active participation in the activity.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 19. Ask student to practice the given dialogue with their fellow students. recall the concept of compound words. Ask students at random to tell what a compound word is. Ask some students at random to write few compound words on board and use in sentences of your own. Recall the concept of gender noun. Make four columns on board. Ask students at random to write masculine, feminine, common and neuter nouns in the columns on board. Appreciate them for correct answers. Recall the concept of personal pronouns. Ask student to share some example of personal pronouns in subjective, objective and possessive case with fellow students. write few sentences on board as well to demonstrate the concept. Recall the concept of 'Subject-Verb-Adjective' sentences by sharing few examples on board. Recall the concept of simple past tense with students. Write the sentence structure of simple past tense on board and ask students to share some sentences using simple past tense. Recall the concept of topic sentence and supporting details for writing a paragraph. Appreciate all students for their active participation in class.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Assess your students by asking random questions about gender noun and simple past tense.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: There Will Come Soft Rains

Topic:

Date:

Objective(s):

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

- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics. (Let's Get Started)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Poetry- rhymes.

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".

Ask some students at random to share some of their favourite poem names. Paste some pictures related to the title and nature on the board. Ask students to look at these pictures and share their ideas about flowers and nature.

Main Activities/Concept Building:

(25 mins)

Showing the title page of the third unit to students, tell them that today they are going to start their new unit 'There Will Come Soft Rains'. It is about Nature and rains. Today they will recite poem 'There Will Come Soft Rains'. Tell them that a poem is a type of poetry and poetry is the genre of literature. They will also learn about poem type: rhymes.

Activity 1:

Write the title of the poem on the board. Ask them to tell five different words related to the title of the poem. Note words on the whiteboard. Ask questions given in 'Let's Get Started' section. Involve them to discuss that nature and our surrounding is very important for us. Instruct students to individually brainstorm nature, natural environmental issues or concerns they are aware of or interested in.

Activity 2:

Do model reading of page 28 of the textbook with the correct tone and expression. While reading show them the beautifully illustrated picture of a clean, green and natural environment. Try to maintain their attention span. Tell the students to read the same page after you in chorus or ask students randomly to read the page depending upon the classroom time. Make the necessary corrections regarding pronunciation, if need be.

Explain them that rhyme poems, also known as rhymed poetry or verse, are a form of poetry in which the lines contain a regular pattern of end rhymes. The use of rhyme adds rhythm to the poem, enhancing its overall impact. Tell them that it also has a main idea that provides us the most important information or what the poet wants to teach us. Explain them that poem has also a

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

rhyming scheme and it contributes to the reader's pleasure. It is a repetition of similar sounds, usually in the final words of lines in the poems.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Guess any three words related to this poem.

Homework: (2 mins)

Search any poem on the internet. Write poem and underline rhyming words 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)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Unit Name: There Will Come Soft Rains

Topic: Reading

Date:

Objective(s):

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

- Recite the poem.
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- Identify the use of language structure, vocabulary and presentation to predict and understand the meaning.

Resource Material:

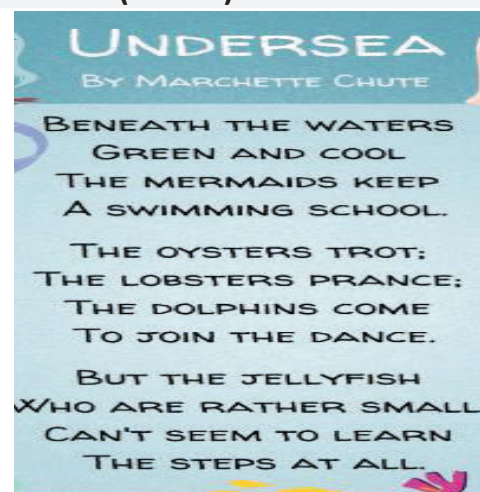
Chalk/Marker, White/Blackboard, Textbook page 28

Teaching & Learning Activities:

Opening Activities/Warm-up:

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 their favourite poem. After that share the provided poem and tell them that this is your favourite poem. Recite the poem with correct expressions and rhythm. Instruct students recite poem with you. Ask them do you like/dislike the poem, why. Encourage them to share lines which they like and also share its meaning and message. Note their responses.

(5 mins)



Main Activities/Concept Building:

(25 mins)

Tell students that they are going to recite the poem, "There Will Come Soft Rains" today. Ask them to open their textbooks on page no 28. Ask students to read the title of the unit and tell what they understand by this title. Recite the poem and encourage the students to recite it with intonation, pitch and rhythm. Explain the difficult words of the poem. Explain to them the theme of the poem and how the poem is presented.

Activity 1: Divide the students into groups. Ask them to discuss the given questions with each other and find out their answers e.g. What events, themes, or ideas are presented in each scene, or stanza? What images, sensory details, or natural elements are presented in each line? How is the poem structured? Are there any patterns, repetitions, or breaks that impact the flow or meaning of the poem? After the discussion, ask one of the members of each group to come forward and answer the questions. Tell them which group member's answers were more correct.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Ask students to the meaning of difficult words.

Homework: (2 mins)

Give 4 lines answer of the question, what do they understand from the poem?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Unit Name: There Will Come Soft Rains

Topic: Reading

Date:

Objective(s):

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

- Recite the poem.
- Identify the use of some figures of speech like simile, metaphor, personification and hyperbole.
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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 the students to recite their favourite poem in the classroom. Instruct the students to find similar-sounding words (rhyming words) from each other's poem when any student will be reciting his/her favourite poem. The student who will find more similar-sounding words will be a winner.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to recite the poem, "There Will Come Soft Rains" today. Ask them to open their textbooks on page no 28. Recite the poem aloud with intonation and rhythm. Encourage the students to listen to the poem attentively and repeat it. Explain the figure of speech used in the poem and determine their effect on the meaning. Explain them with definition and give examples from the poem e.g. Personification gives human qualities to an abstract idea, object or animal (And frogs in the pools singing at night,). Imagery is a literary device that involves the use of figurative language to evoke readers' senses, feelings (And wild plum trees in tremulous white). Also Explain the meaning of words and phrases used in the poem.

Activity 1: Ask them to find a figure of speech simile, metaphor, personification and hyperbole in the poem individually. Ask them to find the rhyming words in the poem. Now divide them in the pair and ask them to share their findings. Conclude the activity by asking them to discuss individually in the classroom how the figurative language enhanced their understanding or emotional connection to the poem.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

How many similes, metaphors, rhymes and hyperboles are in the poem?

Homework: (2 mins)

What are the meanings of specific phrases used in the poem? Write them down in your notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Unit Name: There Will Come Soft Rains

Topic: Vocabulary

Date:

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

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 difficult words or phrases on the board from the poem. Write some options for the meaning of a given words or phrases. Ask students to guess the meaning. Encourage them to raise their hands one by one. Appreciate them by clapping on the correct response.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn the difficult meaning of the poem. Ask them to open their textbook page no. 29. Read the statement of a given section. Decode the given words with their meanings. Ask them to repeat it. Explain the meaning of difficult words. Encourage them to learn the meaning of these words. Give them some time to memorise the meaning of these words. Ask them to re-read the lines with these vocabulary words for better understanding.

Activity 1:

Ask the students to read the poem again. Ask them to underline the difficult words in the poem. Explain to them those words. Ask them to pronounce these words correctly. Encourage them to make sentences of their underlined words and also with the vocabulary words. Ask them to share their sentences in the class. Help them if need be to make correct sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the meaning of any discussed words from the students randomly.

Homework:

(2 mins)

Ask them to write the meanings of difficult words in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Unit Name: There Will Come Soft Rains

Topic: Comprehension

Date:

Objective(s):

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

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

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".

Ask the students to recall the poem. Ask them to share what it is about. Ask them what they have learnt from this poem and what they like the most in this poem. Note their responses. Make sure to make the activity interactive and every student is participating.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to know about the answers to different questions in this poem. Ask them to open the textbook page no. 29. Read the statement of reading comprehension. Read the questions aloud from 'reading for detail'. Encourage the students to find the answers from the poem by their own. Instruct them to raise their hands and answer the question one by one. Read the questions from 'reading for understanding'. Repeat the process. Write the answers to these questions on the board and ask students to write them down in their notebooks. Give them some time to complete their task.

Activity 1:

Write some questions on the board from the poem. What does happen when soft rain will come? What will robin wear and do in soft rain? What does this line mean 'Not one would mind, neither bird nor tree'? Divide the students into groups. Ask the students to find the answers from the poem and note them down. The group which finds the correct answers first within the given time will be the winner. Encourage and appreciate the winner by clapping to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask random questions from the students.

Homework:

(2 mins)

Learn answers from 'reading for detail' and 'reading for understanding' at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 6

Unit Name: There Will Come Soft Rains

Topic: Comprehension

Date:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Understand and answer the given questions.
- Read, think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Paper Chits, Jar, 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". Ask the students to write the most exaggerated line on the paper chit (e.g. I went to America through bus, I spelt on the cloud last night, I invited the president of China to my birthday party). Give them some time to write and encourage them to be imaginative and humorous. Ask students to come one by one and put their chits in the jar. After this, ask any random student to come and read the exaggerated chit aloud. Encourage the class to react and share their thoughts on the exaggerated statement.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to know about the answers to different questions in this poem. Ask them to open the textbook page no. 29. Read the statement of reading comprehension. Read the questions aloud from 'reading for Inference'. Encourage the students to find the answers from the poem by their own. Instruct them to raise their hands and answer the question one by one. Read the questions from 'reading for Analysis'. Repeat the process. Write the answers to these questions on the board and ask students to write them down in their notebooks. Give them some time to complete their task.

Activity 1: Ask students about the figurative language e.g. rhyme scheme, hyperbole, simile, metaphor etc. Take them to the library and divide them into pairs. Ask them to select two poems from a book. Ask them to identify all the literary elements from these poems. Then, take them to the classroom back. Ask them to share their findings. Appreciate the pair which has selected the most suitable poem with all literary elements.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students some random questions from the whole unit.

Homework: (2 mins)

Learn answers from 'reading for Inference' and 'reading for Analysis' at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Term: 1	Periodic Unit: 2	Week: 1	Lesson Plan: 7
Unit Name: There Will Come Soft Rains	Topic: Listening and Speaking	Date:	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Adopt rhetorical patterns in one's own speech (e.g., by providing facts: "The Earth revolve around the Sun", opinions: "I think it will rain today", descriptions "It is a sunny morning", etc.)
- Recite poems or read prose aloud with proper intonation and expression to engage the audience.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 30

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Enter the class and greet students. Share with them that a few days later you are reading a book related to 'Sun and Rains'. In this book you read very interesting fact about sun and rains. A few facts are:

- The Sun is the most important star located at the centre of the solar system.
- The Sun's light reaches the Earth in eight minutes.

After that write the given statement on the board.

- Sun heat causes liquid and frozen water to evaporate into water vapor gas, which rises high in the sky to form clouds... clouds that move over the globe and drop rain and snow.

Ask students at random to share what they think about the statement. Note their responses.

Appreciate them for their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read a dialogue about rain and simple question (rhetorical patterns) related to rain. Ask students to open their textbooks at page 30. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand the manners and patterns and variety of contexts. Tell students that we should know how to communicate our needs and desires with others. Tell them that we should take turns while talking with others. It is not appropriate to interrupt others while talking. Tell students that we should talk to others properly to express our feelings. Make pairs of students and ask them to practise the given dialogue with correct pronunciation.

Activity:

Write the topic "Nature" on board. Ask students at random to tell what they understand by this topic. Note their responses. Make pairs of students and ask them to discuss any natural element (sun, sky, moon, rain, etc.) and share their views about it. Ask them to share the fact about selected topic, what they like or dislike most about it, what is the reason of their likes and dislikes. Make sure to involve all students in the activity.

Sum Up:

(3 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to think and share some more facts and opinion about rain.

Homework: (2 mins)

Practice the given dialogue at home with parents/siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 8

Unit Name: There Will Come Soft Rains

Topic: Figurative Language

Date:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Understand and utilize figurative language: similes, metaphors, personifications given in the text and make sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 30

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that they are going to play a fun game. Divide the students into four teams. Ask them to give a name to their teams. Encourage them to select an imaginative name for their team. Write a sentence on the board and ask each team to tell whether the sentence has an element of similes, metaphors or personifications in 5 seconds. Meanwhile, ask rest of the teams for a count down. Give 5 marks if the team answers correctly. Appraise the winning team. Encourage the students to be in discipline while playing this game.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to talk about figurative language (similes, metaphors, personifications). Explain these terms with examples. Tell them which literary device has direct or indirect comparison. Ask them to think 3 to 4 examples in their minds. Ask any of the students randomly to give an example of metaphor, simile or personification. Correct them if they need be.

Activity 1: Ask the students to read a poem and underline, circle, tick the simile, metaphor, personification respectively in the poem. When they finish their task, draw three columns on the board. Ask them some questions e.g. What is metaphor, simile, personification in the poem? Encourage them to raise their hands if they know the answers. Call any of the students to come on the board and write figurative language words in their given column. Appreciate the student by clapping on the correct answer.

Activity 2: Ask the students to write five sentences of their own, write each sentence for each figurative language (simile, metaphor, or personification). Circulate the classroom, help them in making sentences if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Term: 1	Periodic Unit: 2	Week: 2	Lesson Plan: 1
Unit Name: There Will Come Soft Rains	Topic: Figurative Language	Date:	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Use onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing.
- Hyperbole, onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing.
- Identify figurative language: similes, metaphors, and hyperbole etc. given in the text.
- Find and Learn

Resource Material:

Chalk/Marker, White/Blackboard, Dictionaries, Textbook page 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". Tell students that they are going to observe some sounds around them. Ask them to stay silent, close their eyes for a few seconds and observe the sounds around them. Ask them to write down the words of those sounds e.g. if they heard the sound of cat 'meow', sound of something fall into water 'splash' write it down. Ask them to share their findings and appreciate the most appropriate sound.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to discuss onomatopoeia and hyperbole. Explain these literary devices with definitions and examples. Recall the definitions of simile, metaphor and personification. Tell them how the use of these elements can change the whole meaning of a text or poem. Ask them randomly for some examples of figurative language.

Activity 1: Divide the students into groups. Instruct them to write a paragraph using all the discussed literary devices in their writings. Give them some time to complete their task. Ask them to share their writings by reading aloud in the class. Ask other groups to note down the use of literary devices. Appraise the group which correctly uses literary elements in the paragraph.

Activity 2: Divide the students into groups. Provide each dictionary to each group. Ask them to find the meanings of the words given in "Find and learn" section from the dictionary. The group which finds the correct meaning in less time be a winner. Note their answers and appraise the winning team with clapping.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking about onomatopoeia and hyperbole.

Homework:

(2 mins)

Ask them to write 7 sentences using literary devices.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Unit Name: There Will Come Soft Rains

Topic: Articles

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Recall and apply rules for use of articles 'a', 'and', 'an' and 'the' in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 32

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask the students about vowels and consonants. Ask them to tell 10 objects names, five objects start with vowels while the other five objects start with consonants. Collect their responses and note down on the board. Call one by one each student to add a, an, the with these words on the board. Appraise the correct answer.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to talk about articles 'a', 'an', 'the' and their rules. Ask them to open page no. 32. Tell them what is a definite article and what is an indefinite article. Explain to them the usage of both articles definite and indefinite. Tell them that 'The' is called the definite article. It is used to refer to a specific noun, i.e. person, place or thing. Whereas 'A' and 'an' are called indefinite articles. Articles 'a' and 'an' are used with singular nouns. Explain them with examples and encourage them to answer your questions wisely and confidently.

Activity 1:

Ask the students to write a paragraph of their choices and use the articles correctly in their writings. Give them some time to complete their task. After completion, ask them to share their writings orally. Encourage other students to beat a desk if they heard a wrong article and also correct it. Appraise the student who uses the articles correctly.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students randomly about the rules of article usage.

Homework: (2 mins)

Ask them to write 10 words in their notebooks and add articles with it.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 3

Unit Name: There Will Come Soft Rains

Topic: Articles

Date:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Recall and apply rules for use of articles 'a', 'and', 'an' and 'the' in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Jar, Paper Chits, Textbook page no. 32, 33

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Recall the use of articles a, an, the. Instruct the students to sit attentively because they are going to play an interesting game. Explain them the game rules e.g. a word will be given to them and they have to add an article with that word. Those students who will add the articles correctly will stand on their seats. Play the round again and again. A student who will keep answering correctly till end will be a winner. Appraise the winner with clapping.

Main Activities/Concept Building: (25 mins)

Tell students to open textbook page no. 32 and recall the rules of articles a, an, the usage. Give them some examples. Tell them how only singular nouns can be used with an indefinite article. Ask them to tell some rules to use articles a, an and the. Ask the students to open their textbooks on page no. 33. Read the given statements of fill in the blanks one by one. Ask the students to add the articles correctly.

Activity 1:

Write some words on the paper chits and put these chits in the jar. Call the students one by one to open the chit and read a word. Ask students to add an article with the word given on the chit. If the answer is correct appraise the students with clapping. If the answer is wrong, correct it. Also ask them to make a sentence with that given word on the chit by using article in it. Repeat the game, until the maximum number of students have participated in the game.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask random questions related to the topic.

Homework: (2 mins)

Write 10 words, five for definite article and five for indefinite articles. Also make sentences with these words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Term: 1	Periodic Unit: 2	Week: 2	Lesson Plan: 4
Unit Name: There Will Come Soft Rains	Topic: Nouns	Date:	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Recognise and use nouns that are written in plural form but are in fact singular e.g., scissors.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 33, 34

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask the students to recall singular and plural nouns. Ask them to find 10 singular and 10 plural nouns in the class. Divide the class into two teams. Instruct them one team will say singular or plural noun and the other team have to respond vice versa in less than 2 seconds. Repeat the process. Appraise the team who responded more quickly and accurately.

Main Activities/Concept Building: (25 mins)

tell students that they are going to discuss nouns which are only in plural forms and they do not have singular forms. Ask them to open page no. 33. Explain to them about singular nouns that look plural and noun having only plural form. Give examples of such nouns, such as scissors, glasses, pants, or mathematics. Explain that even though they end in -s, they are treated as singular nouns.

Activity 1:

Write a few words on the board in a singular form e.g. news, economics, phonetics, scissors, spectacles, trousers and physics. (remove 's' while writing on the board). Ask the students to write these words in their plural form. Ask them to make sentences with these words in their notebooks. Give them some time to complete their task. Ask them to share their task by reading sentences aloud in the class. Correct them if they need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them to tell the plural form of given a word.

Homework: (2 mins)

Complete the task in your notebooks given on textbook page no. 34.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Unit Name: There Will Come Soft Rains **Topic: Simple Sentence Pattern** **Date:**

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Use simple pattern sentences: SVA: Subject-Verb-Adverb
- Use simple pattern sentences: SVN: Subject-Verb-Noun.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 nouns and adverbs. Ask for different examples of adverbs and nouns. Play the game 'Run to the board'. In this game, ask two students to come to the board and write examples of adverbs and nouns in their respective columns as much as they can write in 60 seconds. Use the stopwatch for counting the time. Encourage them to play in the discipline. After 60 seconds, count their examples, the student who writes more examples will be a winner. Appraise the winner. Repeat the rounds again and again.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to discuss the sentence pattern SVA and SVN. Ask the students to recall what is a sentence, subject and verb. Explain to them how to make SVA sentences with examples e.g. The water flows gently. The kids cried loudly. The cat stretches lazily. etc. Label the sentences with subject, verb and adverb to make them clearer. Use colour chalks or markers to differentiate between SVA e.g. Subject is (the water, the kids, the cat), Verb is (flows, cried, stretches) and adverb is (gently, loudly, lazily).

Ask them to open their textbooks page no. 34. Read the sentences aloud to make them understand SVA sentence pattern. Ask them to make two sentences with SVA pattern. Give them to think about it and randomly ask for examples from them.

Tell them they are also going to discuss SVN pattern. Give them a few examples to make their concepts clearer. Draw two columns on the board and write different examples of SVA and SVN sentences.

Activity 1:

Ask the students to open page no. 35 and read the statements of 'Fill in the Blanks' aloud. Ask them to use the given word to fill in these blanks. Give them some time to complete this task. After completion, ask for answers from the students. Correct them if they need be. Tell them to write five simple sentences using the SVN sentence pattern in their notebooks.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Ask random examples from students for SVA and SVN pattern.

Homework: (2 mins)

Ask them to complete their task of SVN sentences at home, if they have not completed the task.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 6

Unit Name: There Will Come Soft Rains

Topic: Simple Future Tense

Date: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Recognise and use the forms and functions of future tense.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 professions on the board. Ask students to think about what they want to become when they will grow up and why? Give them some time to think about it. Ask them to share their ideas with the class. Appreciate them and correct them if they need be.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to discuss simple future tense and when to use it. Explain to them the structure of simple future tense. Tell them that simple future tense is used when we talk about the future or coming days. Give them some examples to make them clearer. Write these examples on the board and label them e.g. subject, helping verb, main verb and object. Explain to them the difference between the use of will and shall. Mention the affirmative, negative and exclamatory examples e.g. He will go to the school. I shall not tell a lie. Will you drive a car?

Ask them to open their textbooks page no. 35. Read the statements given for simple future tense.

Affirmative: Subject + will/shall+ base form of verb + object.

Negative: Subject + will/shall+ not + base form of verb + object.

Interrogative: Will/Shall+ subject + base form of verb + object?

Activity 1:

Divide the students into groups and divide the posters of a picture among them. Ask them to make sentences as much as they can by using simple future tense. Help them by writing word bank on the board. The group who will write more sentences correctly within the given time will be winner. Appraise the winner with clapping and appreciating words.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Assess the students by asking random questions from the students.

Homework: (2 mins)

Write five sentences of your own using the simple future tense in your note books.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Picture is attached here!



Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 7

Unit Name: There Will Come Soft Rains

Topic: Punctuation Marks

Date:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Objective(s):

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

- Punctuate sentences short paragraphs correctly using capitalization, exclamation marks, full stops, and commas.
- Recognise and rectify faulty punctuation in a given text and own work.

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".

Ask the students to write three questions they want to ask from their classmates on a page. Instruct the students to share their questions with their classmates. Ask the students to write answers to the questions their classmates have asked. After this, instruct the students to return their question papers. Ask the students to share both the questions they asked and also the answers they received from their classmates.

Main Activities/Concept Building

(25 mins)

Tell students that they are going to discuss punctuation marks including capitalization, exclamation marks, full stops, and commas. Recall the rules for capitalizing the words in the sentences. Recall the use of full stops and commas. Explain to them the use of exclamation marks and give them a few examples. Tell them the exclamation mark is used to express emotions in writing. Ask them to open their textbooks page no. 36. Ask the students to take out their pencils. Read the given statements for punctuation marks. Ask the students to correct the given incorrect sentences by adding punctuation marks. Check the textbooks of the students. Appreciate the students adding the correct punctuation mark.

Activity 1:

Divide the class into two teams and have them line up. Write a paragraph on the whiteboard with missing punctuation marks (e.g., full stops, commas, exclamation marks). Explain that the teams must work together to correctly punctuate the paragraph. Start the relay race by having the first person from each team run to the board and add the correct punctuation mark. Once they finish, the next person in line runs up and adds the next punctuation mark. The relay race continues until the paragraph is fully punctuated. Stop the stopwatch and declare the winning team with the fastest time. Review the correct punctuation marks as a class and discuss any common errors made during the activity.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment (5 mins)

Assess the students by asking random questions related to the topic.

Homework: (2 mins)

Write the five sentences using capitalization, full stop, comma and exclamation mark.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Unit Name: There Will Come Soft Rains

Topic: Paragraph Writing

Date:

Objective(s):

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

- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.
- Recognise the main idea of a familiar and unfamiliar poem.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 36, 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".

Tell the students that they are going to play an interesting game which is named 'free writing'. Explain the instructions of the game. Tell them that two students will come on the board and a word will be given to them e.g. animal, education, electricity, school, parents etc. They will write as much as they can about that word in 2 minutes. Instruct them that they can write anything about that word. The student who will write more sentences about that word with almost correct spellings will be a winner. Repeat the round again and again. Appraise the volunteers and winners.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn some steps for writing a paragraph. Tell them that the writing process includes brainstorming, mind mapping, note-taking, picture illustrations and doodles.

Ask the students to open their textbooks on page no. 36, 37. Read the rules for brainstorming and the steps to writing a main idea of a familiar and unfamiliar poem. Write a topic on the board "The importance of saving money". Ask the students different questions about it e.g. Why is money important? Where do you spend your money? Do you save your money? Do you share your money with someone, why? etc. Ask them to write a paragraph of six to seven lines on the given topic in their notebooks. Give them some time for this task. Encourage them to write in good hand writing. Help them in constructing the sentences.

Activity 1:

Discuss the rules to write the main idea of the poem. Write a provided poem on the board. Divide the students into groups and ask them to discuss the main idea of a poem with each other. After some time, ask any random member from each group to come forward and write its main theme on the board. The student who will write the main idea more correctly, his/her group will be a winner. Appraise the winning team.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

If I were in charge of the world,
 I'd cancel all the wars.
 There'd be no more fighting,
 Just peace forevermore.
 If I were in charge of the world,
 I'd spread love and kindness.
 No more hatred or prejudice,
 Only acceptance and fairness.
 But I'm not in charge of the world,
 I'm just a kid with a dream.
 But together we can make a change,
 And create a world that's supreme.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking rules of writing a paragraph.

Homework: (2 mins)

Ask the students to write a main idea of given poem 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)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 1

Unit Name: There Will Come Soft Rains

Topic: Writing

Date:

Objective(s):

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

- Write the main idea of a familiar and unfamiliar poem.
- Proofread and edit texts for errors of sentence structure, subject/verb agreement, noun/pronoun agreement, connectives, punctuation and spelling.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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". Ask the students to recall any of their favourite poems in their minds for a few minutes. Ask them to tell what is this poem about and what they like in it. Ask them one by one and also give feedback on their thoughts. After the completion of this task, ask the students whose favourite poem they like the most and why.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to write the main idea of a familiar and unfamiliar poem. Tell them that they will write the detailed theme and proofread it. Tell them to edit the text for errors in sentence structure, subject/verb agreement, noun/pronoun agreement, connectives, punctuation and spelling. Ask them to recall subject/verb agreement, noun/pronoun agreement. Ask the students to also recall the rules of writing the main idea of a poem. Discuss it by asking multiple questions related to the topic e.g. How to know what the poet is saying to the reader? How to identify the repeated idea of a poem? Etc. Encourage the students to answer the questions confidently.

Activity 1: Ask the students to open their textbooks on page no 37. Read the given poem aloud. Tell the difficult words of the poem. Ask the students to tell their point of view about the poem. Read the statement given under the poem. Ask the students to think about the main idea of this poem. Add their clues in the given graphic organizer and then write the detailed theme in proper sentences. Instruct them to recheck their work for error-free submission. Help them in constructing the sentences and appraise them on correct sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking random questions from them.

Homework:

(2 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)	English	6		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**
Unit Name: There Will Come Soft Rains **Topic: Creative Writing** **Date:** _____

Objective(s):

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

- Do brainstorming and make a mind map for plan your writing. (Creative Writing)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 38

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 mins)

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

Tell the students that they are going to play an interesting game. Write a topic on the board 'Rainy season is an all-time favourite'. Ask the students to think about this line for some minutes. After this, divide them into two teams. Instruct them that the team that can come up with the most sentences about this topic will be the winner e.g. It brings coolness and remove heat. It refreshes the mind. Play this game turn by turn. Team A will have 15 seconds to provide a sentence about the topic. Then, move on to Team B and repeat the process. Play this game for 3 minutes.

Tell them, each correct sentence on the given topic will earn their team a point. Ask them to pay attention to the time limit and try to be as creative as possible with their sentences. In the end, count the points and announce the name of the winning team. Appraise them with clapping.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to make a mind map and then going to write creatively about "Nature is a Blessing". Explain to them the rules of mind mapping. Tell them that all the ideas are gathered to make a mind-map which helps further in creating the sentences for a paragraph. Ask the students to think about the topic for a few minutes. Draw an empty mind map on the board and ask the students to volunteer themselves and fill the mind-map with their idea. Correct them if they need be. Appraise them and encourage them to boost their confidence.

Activity 1: Ask them to create a paragraph through their creative writing on the given topic. Give them a word bank to help in creating sentences with good vocabulary. Ask them to write at least 15 sentences about the topic. Take a round and check whether they are constructing the paragraph correctly or not. Ask them to use correct spelling, punctuation marks and capitalisation to write a paragraph. Ask them to write it in good handwriting. Appreciate them to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell a few sentences about the topic.

Homework: (2 mins)

Ask the students to complete their task, if not completed.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Unit Name: There Will Come Soft Rains

Topic: Creative Writing

Date:

Objective(s):

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

- Follow the steps of the process approach to plan for writing a paragraph using brainstorming and mind map. (Creative Writing)

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". Tell the students that they are going to play an interesting game. Divide the students into groups and explain the game rules. Each group will be given a prompt word or phrase e.g. imagination, adventure, inspiration, technology and kindness etc. The group will have 60 seconds to come up with 3 to 4 lines related to the prompt word. The lines should be accurate and relevant to the prompt word. Encourage the groups to be creative and use their imaginations. Repeat the same for other groups. The group which will speak more accurate lines in less time will be the winner. Appraise the winner.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to talk about the process approach for paragraph writing. Tell them that a process approach involves prewriting, drafting, revising, editing, and publishing. Explain to them the importance of planning before writing and how it can enhance the quality of writing. Ask them to recall the rules of mind-mapping. Write a topic on the board 'My Favourite Hobby'. Ask the students to think about the topic for a few minutes. Draw an empty mind map on the board and ask the students to volunteer themselves and fill the mind-map with their idea. Correct them if they need be. Appraise them and encourage them to boost their confidence.

Activity 1: Ask them to create a paragraph through their creative writing on the given topic. Give them a word bank to help in creating sentences with good vocabulary. Ask them to write at least 15 sentences about the topic. Take a round and check whether they are constructing the paragraph correctly or not. Ask them to use correct spelling, punctuation marks and capitalisation to write a paragraph. Ask them to write it in good hand writing. Appreciate them to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to tell a few sentences about the topic.

Homework:

(2 mins)

Ask the students to complete their task, if not completed.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Martyrs of Pakistan **Topic: Reading** **Date: _____**

Objective(s):

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

- Develop conversation for clarity and effect to engage a listener.
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Narratives.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 39, 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".

Tell the students that they are going to play a game. Instruct them about this game e.g. they will choose a profession doctor, engineer, nurse, chef, pilot, teacher, designer, banker, writer, painter etc. Tell them that they will come one by one and will tell what are they and how will their profession help us e.g. 'I am a doctor and I will help you to cure diseases'. Encourage the students to volunteer themselves. Appraise the students to build their confidence.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to read about 'Martyrs of Pakistan'. Explain to them who is a martyr. Conduct a conversation about this topic with them. Ask multiple questions related to this topic e.g. Is there anyone from their family in the army? Do they want to become a soldier? Is there any martyr in their family? What's their aim in life? etc. Encourage the students to answer your questions confidently. Tell the students that they are going to read a narrative text. Explain to them that a narrative text is a type of text which tells a story or sequence of events.

Activity 1: Ask the students to open their textbook page no. 40. Read the title aloud. Ask them what they understand about this title. Read the first two paragraphs of the text and ask them to repeat the text with correct pronunciation and intonation. Decode the difficult words and tell their meanings. Ask them about the highest military award of Pakistan 'Nishan-e-Hiader'. Explain to them the importance and value of martyrs for a country.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the students randomly to read the text aloud.

Homework: (2 mins)

Re-read the text (first two paragraphs) at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Unit Name: Martyrs of Pakistan

Topic: Reading

Date:

Objective(s):

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

- Read the text of the lesson. (Captain Muhammad Sarwar).
- Use common punctuation cues to aid comprehension when reading.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.

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". Write a paragraph on the board. Ask the students to sit attentively. Tell them that one student will read one line aloud and any other random student will be asked to read another line of the given text. If any student who fails to identify the next line and will not read it will be out of the game. Keep going until only one student is left or until the entire paragraph has been read. Applaud the students who successfully identify and read their lines. Praise their attentiveness and memory skills.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to read about Captain Muhammad Sarwar Shaheed. Ask them do they know about him. Tell them that they will also notice the use of punctuation cues while reading the text. Explain to them that punctuation cues e.g. comma, full stop, exclamation mark, semi- colon, and apostrophe etc. are used in the text to make it clear, understandable and interesting.

Activity 1: Ask the students to open their textbooks on page no. 40. Read the text aloud and ask them to repeat it with correct pronunciation and intonation. During reading ask them some interactive questions to make them more focused e.g. What is the difference between martyrdom and death? What was a surprise attack and who lead it? etc. Encourage the students to answer the questions one by one by raising their hands. Ask them to answer confidently. Appraise the correct answers. Decode the difficult words and tell their meanings. Encourage the students to ask any difficult word, meaning or question they have not understood.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the pronunciation and meaning of difficult words.

Homework:

(2 mins)

Ask the students to write the answer of a question 'What is a difference between martyrdom and death?' 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)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 6

Unit Name: Martyrs of Pakistan

Topic: Reading

Date: _____

Objective(s):

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

- Read the text of the lesson. (Remaining paragraphs).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 41

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell the students that they are going to play a game 'Word Hunt'. Explain to them the rules of the game e.g. some words are written on the card and these words are hidden on the card. These cards can be under the desk, bench, pasted on the wall, or even behind the objects. Their task is to find those hidden cards as much as they can and read the word written on them. Three minutes will be given to them for this task. Tell them to remember that found word because, in the end, they will share their words. Once the time is up, gather the students back together as a group. Ask each student to share one or two words they found during the word hunt. Discuss the words as a class, explore their meanings. Appraise the students who share more words.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to read about Major Raja Aziz Bhatti Shaheed. Ask them do they know about him? Ask the students to open their textbooks page no. 41. Read the text aloud and ask them to repeat it with correct pronunciation and intonation. Decode the difficult words and tell their meanings. Encourage the students to ask any difficult word, meaning or question they have not understood.

Activity 1:

Ask the students to close their textbooks. Ask multiple questions related to the topic e.g. What do they come to know after reading this whole text? When was Major Raja Aziz Bhatti Shaheed born? What were the words of Major Raja Aziz Bhatti Shaheed before his martyrdom? Ask any random student to read the text aloud. Encourage them to read with correct pronunciation. Correct them if they need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking questions related to the topic.

Homework:

(2 mins)

Re-read the text 'Martyrs of Pakistan'.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 7

Unit Name: Martyrs of Pakistan

Topic: Word Meanings

Date: _____

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Paper Chits, Textbook page 41

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell the students that they are going to play a game named 'expand the sentence'. Divide the students into groups. Explain to them the game rules. Tell them that each group will receive a chit in which a short sentence will be written. They have to expand that sentence by adding new words to it. They will have only three minutes to complete this task. After this, ask a member of each group to come forward and read their sentence. Appraise the group which has developed a good sentence. Correct them if they need be.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn the difficult meaning of the text. Ask them to open their textbook page no. 41. Read the statement of the given section. Decode the given words with their meanings. Ask them to repeat it. Explain the meaning of difficult words. Encourage them to learn the meaning of these words. Give them some time to memorise the meaning of these words. Ask them to re-read the lines with these vocabulary words for better understanding.

Activity 1:

Ask the students to read the text again. Ask them to underline the difficult words in the text. Explain these words. Ask them to pronounce these words correctly. Encourage them to make sentences of their underlined words and also with the vocabulary words. Ask them to share their sentences in the class. Help them if need be to make correct sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Randomly ask about the meaning of difficult words.

Homework:

(2 mins)

Ask them to write the meanings of difficult 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)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 8

Unit Name: Martyrs of Pakistan

Topic: Question Answers

Date:

Objective(s):

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

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell the students that they are going to play an interesting game. Divide the students into two teams. Instruct them that each word will be given to each team on the board e.g. food sports, animals etc. One by one, members of the team will write about that word on the board within the given time. In the first round, team A will play and in the second-round team B will play. The team who will write more accurate words about the given word in the given time will be the winner. Applause the winning team.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to know about the answers to different questions in this text. Ask them to open the textbook page no. 42. Read the statement of reading comprehension. Read the questions aloud from 'reading for detail'. Encourage the students to find the answers from the text by their own. Instruct them to raise their hands and answer the question one by one. Read the questions from 'Reading for Understanding'. Repeat the process. Write the answers to these questions on the board and ask students to write them down in their notebooks. Give them some time to complete their task.

Activity 1: Write some questions on the board from the text. Divide the students into groups. Ask the students to find the answers from the text and note them down. The group which finds the correct answers first within the given time will be the winner. Encourage and appreciate the winner by clapping to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask random questions from the text.

Homework:

(2 mins)

Learn answers from 'reading for detail' and 'reading for understanding' at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Unit Name: Martyrs of Pakistan

Topic: Question Answers

Date:

Objective(s):

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

- Understand and answer the given questions.
- Read, think and Do it!

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".

Ask students at random to tell what have learnt from the unit 'Martyrs of Pakistan'. Encourage them to share the message of the unit 'Martyrs of Pakistan' with their fellow students. Tell them that you always try to save our beloved country as much as they can. Share with them that they can save their country by following rules and regulation, by saving its environment, saving its resources, etc. Share some examples as well for their better understanding. Ask them to share other ways to save Pakistan and its resources. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to know about the answers of different questions of this text. Ask them to open the textbook page no. 42. Read the statement of reading comprehension. Read the questions aloud from 'reading for Inference'. Encourage the students to find the answers from the text by their own. Instruct them to raise their hands and answer the question one by one. Read the questions from 'reading for Analysis'. Repeat the process again. Write the answers of these questions on the board and ask students to write them down in their notebooks. Give them some time to complete their task.

Activity 1:

Take students to the school library or provide different book related to Pak Army awards, Nishan-e-Haider and their holders. Ask them to explore internet and make a list of other decorations or military rewards apart from Nishan-e-Haider earned by Major Raja Aziz Bhatti.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess your students by asking random questions from the unit.

Homework:

(2 mins)

Learn answers from 'Reading Comprehension' section at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Unit Name: Martyrs of Pakistan

Topic: Listening Speaking

Date: _____

Objective(s):

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

- Ask and respond to questions with correct language making meaning explicit.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask the students to tell about the challenges they have faced and how have they overcome that challenges. Give them some time to think about it. Encourage the students to volunteer themselves. Appraise the volunteers and the students who participate confidently and actively.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to answer the questions by using their own ideas. Explain them the difference between implicit and explicit response of a question. Give them examples of implicit and explicit questions. Implicit response means the answer is not much clear. Explicit response is the answer of a question is clear and left no ambiguity. Tell them the importance of explicit answer to a question to ensure clear communication. Model explicit responses by providing examples on the board.

Activity 1:

Write question prompts on the board. Divide the students into pairs and ask them to respond the questions and make the meaning more explicit in their meaning. Encourage the students to use good vocabulary and respond confidently. Applause the pairs whose answers are more explicit.

Activity: Ask the students to read more about the martyrs of Pakistan's armed forces from the internet, magazines, newspapers, etc. Ask them to make two columns and list down all the facts they read in one column and all the opinions in the second column. Prepare an oral report with these opinions about the brave acts of our martyrs. Present this report to others with confidence. Manage the eye contact while listening to others' questions and during their oral response. Ask them to wait for their turn.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the questions randomly from the students.

Homework:

(2 mins)

Write an explicit response of a question 'What are the characteristics of a martyr?'

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1
Periodic Unit: 2
Week: 4
Lesson Plan: 3
Unit Name: Martyrs of Pakistan
Topic: Affixes
Date:
Objective(s):
At the end of this period, the students will be able to:

- Use common, grade appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43

Teaching & Learning Activities:
Opening Activities/Warm-up:
(5 mins)

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

Tell the students that they are going to play a game known as 'Word Game'. Instruct them the rules e.g. you will give them a few words like (er, able, pre, un, dis, ful, less, ment, tion, im, etc) and some base words like (possible, kind, happy, respect, like, play, believe etc.). Divide them into groups and ask them to add above given words with the base words correctly. Give them 3 minutes to solve it. The group which will solve it correctly within the given time will be a winner. Appraise the winning group.

Main Activities/Concept Building:
(25 mins)

Tell students they are going to talk about affixes (suffix and prefix). Explain to them what are affixes. Tell them that affixes are parts of words that can be added to different words to change their meanings. Explain them if affixes are added at the beginning, they are called prefixes. If they are added at the end of a word, they are called suffixes. Give them examples prefixes are recycle, dislike, unbelievable where as suffixes are kindness, hopeful, enjoyment etc.

Activity 1: Ask the students to open their textbooks page no.43. Read the statements and its sentences aloud. Discuss the use of prefixes and suffixes in the sentences. Read the statement 'Find the root word in each of the following words' and ask the students to fill the blanks given on the textbook page according to the instruction. Circulate in the classroom and check the student's work. Correct them if they need be. Appraise the students who will do it without mistakes.

Sum Up:
(3 mins)

Summarise the key concepts with your students.

Assessment:
(5 mins)

Assess the students by giving them a random word and ask them to add prefix or suffix with it.

Homework:
(2 mins)

Ask the students to write three prefixes and three suffixes and also make sentences with them 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)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Unit Name: Martyrs of Pakistan

Topic: Affixes

Date:

Objective(s):

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

- Use common roots (e.g., cycle, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words.
- Find and Learn

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask the students to recall affixes. Ask them to tell difference between prefix and suffix. Ask the students to stand up attentively. Give them a word e.g. impossible, starter, trainer, disrespect, hopeless, unreliable, mislead, sharpener, semicolon, preheat, quickly, happily, foolish etc. and ask them one by one whether the word has suffix and prefix. The student who will answer correctly will keep standing and others will sit. The student who will be left till last and has responded correctly will be a winner. Appraise the student by clapping.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to find out multisyllabic words by adding suffix and prefixes with root words. Ask them to give some examples for affixes. Appreciate the correct examples. Ask the students to open their textbooks page no 44. Read the statement aloud given for prefix. Ask them to add a prefix to change the meaning of each word according to the meaning in brackets. Solve the first one for them to make it clearer e.g. cycle (one-wheel cycle) unicycle. Ask them to complete the task and give some time for this task. Circulate in the classroom and check the student's work. Correct them if they need be.

Activity 1:

Ask the students to open their textbooks page no 44. Ask them to match the prefixes, root words, and suffixes to make a whole word and write each multisyllable word again. Each whole word must have a prefix, a root word, and a suffix given on page no. 44. Circulate in the classroom and check the student's work. Correct them if they need be. Appraise the students who will do it without mistakes.

Activity 2:

Divide the students into groups. Provide each dictionary to each group. Ask them to find the meanings of the words given in "Find and learn" section from the dictionary. The group which finds the correct meaning in less time be a winner. Note their answers and appraise the winning team with clapping.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random affixes words.

Homework: (2 mins)

Ask the students to find five multisyllabic word with prefixes and suffixes. Write these words and make sentences with these 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)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Unit Name: Martyrs of Pakistan

Topic: Verbs

Date:

Objective(s):

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

- Demonstrate the use of main verbs and helping verbs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44,45

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".

Ask the students to sit attentively. Ask them some random questions e.g. what are they doing now? What they did when they go back home yesterday? How was there weekend? Give them some time to think the answer of these questions if they cannot respond on the spot. Appraise the students who respond confidently and volunteer themselves.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to differentiate between main verb and helping verb. Ask them to recall what are verbs. Explain them the difference between main and helping verbs. Tell them that a main verb shows the action or state of being in a sentence. A helping verb such as is, am are, will, has, or have, etc. works with the main verb to show when the action or state of being occurs. Helping verbs can't stand alone whereas main verbs can stand alone. Give them a few examples e.g He is working very hard. You are drinking a juice. I have a blue pen. Quaid-e-Azam is a great leader. Label the helping and main verbs.

Activity 1:

Ask the students to open their textbooks page no. 45. Read the sentences aloud to make them clearer for main and helping verbs. Instruct them to identify the main verb and the helping verb in each sentence and write them down separately on their textbook page no. 44. Circulate in the classroom and check the student's work. Correct them if they need be. Appraise the students who will do it without mistakes.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask them randomly to tell a sentence by using main and helping verbs.

Homework:

(2 mins)

Ask the students to write 7 sentences in their notebooks using main and helping verbs.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 6

Unit Name: Martyrs of Pakistan

Topic: Pronouns

Date:

Objective(s):

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

- Demonstrate use of pronoun antecedent agreement recognizing their relationship.

Resource Material:

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

Tell students that they are going to play an interesting game named 'Pronoun Hunt'. Tell them that they are going to receive a chit randomly where a word will be written on it. Once they read the word on the chit, they will say a sentence using a pronoun to describe it. For example, the word is 'tree', they will say, "I found a tree. It is tall and leafy." The word is 'school', they will say, 'My school is big. It has many rooms'. etc.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to talk about pronoun and its relationship with antecedent. Ask them to recall what are pronouns. Explain them what are pronoun antecedent e.g. pronoun-antecedent refers to the relationship between a pronoun and the word it stands for. Give them some examples e.g. I met with my grandmother. Sana and Ayesha are friends and they go to school together. You do not need to leave your school. My sister and I went to Lahore, where we attended a party. Underline the pronoun antecedents to make their concepts clearer.

Activity 1: Ask the students to tell about pronoun antecedent by making a sentence. Divide the students into groups and ask them to make any story of their choice by using pronoun antecedent. You can also suggest them some topics e.g. 'magical adventure in a hidden world', 'group of friends solving a mystery of a thief in their neighborhood', 'A girl/ boy discovering his/her superpowers'. Ask them to create a short story in 10 mins. Encourage them to work unitedly in the groups. The group which will come up with a powerful story with correct use of pronoun antecedents will be a winner. Circulate in the classroom and help them in constructing sentences if they need be. Appraise the hard work of students and applause the winning team.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking random questions related to the topic.

Homework:

(2 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)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 7

Unit Name: Martyrs of Pakistan

Topic: Pronouns

Date: _____

Objective(s):

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

- Demonstrate use of pronoun antecedent agreement recognizing their relationship.

Resource Material:

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

Tell the students that they are going to play an interesting game 'Pronoun Race'. In this game, students will be divided into two teams. Write a sentence on the board with several nouns e.g. The flowers bloomed beautifully in the garden. The firefighter bravely rescued the kitten from the tree. The chef cooked a delicious meal in the restaurant. etc. Instruct them that each student from each team will run to the board and will replace the noun with pronoun in 5 seconds and will get a mark. In the end, count the marks of both teams. The team who will get more marks and have replaced more nouns with pronouns within in the given time will be winner. Appraise the winning team.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to talk the rules of pronoun antecedent agreement. Before that, ask them to recall what are pronouns and pronoun antecedents. Ask them to open their textbooks page no. 46. Read the rules aloud. Read the sentences given for these rules to make their concept clearer. Write two to three examples on the board and label them e.g. Wania called her mother. She called her for help. Sir Usman teaches his students with dedication. Use colour chalks or markers to show them a difference between pronoun and its antecedent. Ask them to give examples related to the topic.

Activity 1: Ask them to open their textbook page no. 46. Read the given sentences aloud and ask the students to rewrite them in their notebooks using the correct pronoun antecedent agreement. Ask them to write in neat hand writing. Circulate in the classroom. Help the student if they need be. Appraise the students who done their work in time and correctly. In the end, solve the sentences by rewriting them on the board.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Asses the students by asking random questions.

Homework:

(2 mins)

Ask the students to complete their task, if it is not done in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 8

Unit Name: Martyrs of Pakistan

Topic: Present Continuous Tense

Date:

Objective(s):

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

- Recognise the form, functions of present continuous tense.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards, Textbook page 47

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell the students that they are going to play a game name 'Tense Charades'. Prepare flashcards with different actions written on them. Divide the class into two teams. Explain them the rules e.g. one student from each team will come to the front and will select a flashcard without showing it to anyone. They then act out the action silently while their team members try to guess the action in 7 seconds. When the team will guess the action, the students of that team will say a sentence about it. For example, if the student is acting out "eating," their team might say, "He/She is eating." if the student is acting out "kicking," their team might say, "He/She is kicking." Appraise the winning team which will guess more accurately.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to discuss about present continuous tense. Tell them that the present continuous tense is used to talk about actions and events that are going on around the time of talking. Give them some example to make it clearer e.g. He is going abroad. You are brushing your teeth. We are planning for a birthday party. Explain them that present continuous tense includes affirmative, negative and interrogative sentences with the help of sentence structure e.g. Ali is flying a kite. My parents are not allowing me for a trip. Am I cooking? etc. Ask them to give a few examples related to the topic.

Affirmative: Subject + is/am/are + base form of verb + ing + object.

Negative: Subject + is/am/are + not + base form of verb + ing + object.

Interrogative: is/am/are + subject + base form of verb + ing + object?

Activity 1:

Ask the students too open their textbooks page no. 47. Read the sentences aloud given for present continuous tense. Ask them to write five sentences of your own using the present continuous tense. Encourage them to ask for vocabulary if they cannot construct the sentence. Circulate in the

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

classroom. Help the student if they need be. Appraise the students who done their work in time and correctly.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students ask them random action words.

Homework: (2 mins)

Ask the students to complete their task, if it is not done in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name: Martyrs of Pakistan

Topic: Present Continuous Tense

Date:

Objective(s):

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

- Recognise the form, functions of present continuous tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 47

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell the students that they are going to play an interesting game named 'Sentence Completion'. Provide students with incomplete sentences on the board. Divide the students into Two teams. Call the student from each team one by one on the board. Ask them to complete the sentence using the present continuous tense. Encourage them to use an action word of their own choice. For example: "Right now, I am ____." or "She is ____." The team member who will write complete sentence in 7 seconds will get a star. In the end, count the stars and appraise the winning team.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to talk about present continuous tense. Ask them to recall this tense. Ask them to recall the structure of present continuous tense. Say a sentence and ask them either the sentence is affirmative, negative or interrogative. You are not running fast. Is she writing a letter? It is drinking milk. I am watching a documentary. My uncle is not going to abroad. Ask them to give examples for affirmative, negative and interrogative sentences. Appraise the correct sentence.

Activity 1: Ask the students to open their textbooks page no. 47. Ask them to look at the picture carefully given on page no 47 and tell what these characters are doing. Ask them to use the present continuous tense to write sentences. Encourage them to ask the words if they cannot construct the sentences. Circulate in the classroom. Help the student if they need be. Appraise the students who done their work in time and correctly. In the end, solve the sentences by writing them on the board.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking actions happening in the picture.

Homework:

(2 mins)

Ask the students to complete their task, if it is not done in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 2

Unit Name: Martyrs of Pakistan

Topic: Punctuation Marks

Date:

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using capitalization, exclamation marks, full stops, apostrophes and commas.
- Recognise and rectify faulty punctuation in a given text and own work.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards, 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". Tell the students that you have brought an amazing game for them. Show them the flashcards of punctuation marks and ask them to guess what their game will be about. Appraise the correct answer. Divide them into groups. Give each flash card of punctuation mark to each group. Ask them to make 5 sentences on a page using their punctuation marks. After three minutes, ask them to share their writings in the classroom. Appraise the correct answers. Applause the team who come up with correct sentences within the given time.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to discuss punctuation marks including capitalization, apostrophes, exclamation marks, full stops, and commas. Recall the rules for capitalizing the words in the sentences. Recall the use of full stops and commas. Explain to them the use of apostrophes. Tell them the apostrophes are used to form possessive nouns, to show the omission of letters. Give them a few examples e.g. Ali's car is in parking area. She doesn't ask for a help. I'm reading a book etc. Ask them to open their textbooks page no. 48. Ask the students to take out their pencils. Read the given statements for punctuation marks. Ask the students to correct the given incorrect sentences by adding punctuation marks. Check the textbooks of the students. Appreciate the students adding the correct punctuation mark.

Activity 1: Write a few sentences on the board e.g. We are playing with the doll. Nimra book is on the table. I shall work hard. China is not a small city etc. Ask the students randomly to come on the board and add apostrophes correctly in the sentences. Appraise the students for correct answer.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students randomly to make sentences in which apostrophe is used.

Homework:

(2 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)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 3

Unit Name: Martyrs of Pakistan

Topic: Writing

Date:

Objective(s):

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

- Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using prewriting strategies -brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.
- a. Use appropriate pronoun antecedent relationship and transitional devices within a paragraph.
- b. Use chronological/ sequential order of arranging detail.
- c. Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.
- d. Focus on clarity of ideas that show cohesion, cause and effect relationship.
- e. Use words that express emotions.
- f. Decide purpose and audience.
- g. Check sentence variety and transition.
- h. Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.

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 the students about their inspiration. Ask them to think about their inspiration e.g. name, age, where they born, family, their achievement and why you like them. After three minutes ask them to tell what they have thought about. Encourage them to volunteer themselves. Appraise the students for their participation to boost up their confidence.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to write a biography. Tell them a biography is a true account of someone's life. It is written by someone other than the subject of the biography. Ask them to open their textbooks page no. 48. Read the checklist aloud given for writing a biography. Explain them the checklist. Tell them that chronological order is the arrangement of events in order of their occurrence. Details in a paragraph, story or biography are mostly arranged in chronological order. Before writing a biography a detail collection of information is very important. Explain to them that a mind map helps in writing the biography more effectively. Use of proper punctuation marks, capitalization and pronoun antecedent are also very important. Encourage them to ask question if they have any query in their mind related to the topic.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Activity 1:

Ask the students to open their notebooks. Ask them to write a biography about themselves by using the elements of biography in your notebook. Ask them to write about their age, family, siblings, where and when they were born, special event of their life. Instruct them to follow the given checklist. Circulate in the classroom and help them in constructing the sentences. Correct them if they need be. Appraise the students for their hard work.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about biography.

Homework: (2 mins)

Collect information about Major Tufail Muhammad from internet and write his biography by using its elements.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 4

Unit Name: Martyrs of Pakistan

Topic: Creative Writing

Date:

Objective(s):

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

- Creative writing : Write an imaginary story.

Resource Material:

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

Ask the students to sit attentively. Ask them to share any curious, weird, funny incident had ever happened with them. Give them some time to think about it. Encourage them to volunteer themselves. Give feedback after their story. Appraise the students who share the incident and boost their confidence.

Main Activities/Concept Building:

(25 mins)

Tell students that they going to write an imaginary story creatively. Ask them to recall the rules of writing a story. Tell them to open their textbooks page no. 49. Read the transitional devices aloud. Explain them the use of transitional devices in a writing. Tell them that transitional devices are words or phrases that help to carry a thought from one idea/sentence/paragraph to another idea/sentence/paragraph. Give them a few examples e.g. I believe, in my opinion, earlier, in contrast etc. Encourage them to ask questions if they have any query in their mind.

Activity 1: Ask the students to open their notebooks. Ask them to imagine that the appliances in a family's kitchen could talk when the family was not present. Ask them to write a story about what they would have to say to each other. Ask them to use words that express emotions. Instruct them to check sentence variety and transitions and follow chronological order. Give them a word bank to help them in constructing the sentences e.g. excited, curious, whispering, talking, Mr. Coffee, cabinet, Miss smart shelf, crying, tommy toaster, dishwasher, happy oven etc. They can also use their own word banks. Circulate in the classroom and help them in constructing the sentences. Correct them if they need be. Appraise the students for their hard work.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking question about the given story.

Homework:

(2 mins)

Ask the students to complete their task, if not completed.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: There Will Come Soft Rains **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 27-38

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Ask students at random to tell if they can what happen when rains come. Note their responses. Ask students at random to come in front of the class and tell which thing they like the most about rains. Make sure to involve all students in the activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 29. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Ask students to read the questions given in "Reading Comprehension section aloud. Recall the concept of factual questions. Ask student to give example of factual questions. Note their responses. Recall the concept of literary language. Make sure that students share examples of different figurative languages as well.

Make pair of students. Ask them to practice the given dialogue with each other. Recall the concept of articles and singular nouns that look plural with students. Ask them to share what a singular noun that look plural and a noun having plural form is. Note their responses. Recall the concept of sentence patterns with students. Make two groups of students. Ask each group to write three examples for SVA Pattern and SVN Pattern. Make sure to involve all students in the activity. Revise future tense with them.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking them what they know about 'Subject-Verb- Adverb' and 'Subject-Verb-Noun' pattern of 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	SUN (SNC)	English	6		40 min

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

Unit Name: Martyrs of Pakistan **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 39-49

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Write the sentence structure of present continuous tense on board. Make three groups of students. Ask group one to share five sentences using present continuous tense. Write those sentences on board. Ask second group to convert these sentences into negative form using the structure of present continuous tense. After writing these negative sentences on board, ask third group to make interrogative sentences keeping in mind the sentence structure. Appreciate all of them by clapping for their correct responses.

Main Activities/Concept Building: (27min)

Tell students that today they are going to revise and review some concepts. Write a few difficult words on board. Students at random to tell what is the meaning of these words. Call students at random to write meaning on board. Appreciate them for correct answer. Ask students to open page 41 and learn the difficult word meanings. Ask them to read the unit and underline any difficult word in the unit and help them understanding its meaning. Ask students to read the questions under 'Reading Comprehension' section one by one.

Recall the concept of affixes and verbs. Make sure that students share root words and also share new words by using affixes as well. Make pair of students. Ask them to practice the given dialogue with each other.

Recall the concept of punctuation marks, capitalisation with students. Ask students at random to write few sentences using correct capitalisation and punctuation on board. Appreciate them for their correct answers.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

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

Homework: (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)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 7

Unit Name: ---

Topic: Review 1

Date: _____

Objective(s):

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

- Review 1

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50-51

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call students at random and ask them to share different types of figurative language with relevant examples. When students give examples, ask others to identify that whether they have given correct examples of a particular types or not. Appreciate them for their efforts.

Main Activities/Concept Building:

(27 mins)

Have students open their textbook on page 50 and make them read the statement 1. Have them read the given words and ask them to recall their meaning and write in the given space. Check their work and correct their mistakes.

Ask students to open textbook on page 50 and read the statement given in 'Listen and speaking' section. Ask them to share that how they express themselves to parents when they need a new stationery item. Monitor their performance. Once they have done. Tell them that in the same way we express our need in prayers. Divide students in pairs and ask them to discuss with their partner about the importance of prayers. Share their personal experience and opinion about it. Ask them to use formal or informal language to convey the message. Also use body language or non-verbal expressions.

Read the statement 1 from the vocabulary section. Have them read the sentences and determine which literary device is used in each sentence or phrase. Take rounds while they are doing their work. Get them open textbook on page 51 and read the statement 2 from the vocabulary section. Ask them to match the words to make compound words. Provide them with feedback after checking their mistakes.

Sum Up:

(3 mins)

Give an overview of the key concepts.

Assessment:

(5 mins)

Write some words on the board and ask them to combine them to make compound words.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 8

Unit Name: --

Topic: Review 1

Date:

Objective(s):

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

- Review 1

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 51-53

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".

Make students recall the concept of nouns, types of nouns, personal pronouns. Write some words on the board and ask them to make antonyms of these words. Appreciate them by clapping.

Main Activities/Concept Building:

(25 mins)

Read statement (1) from the 'Grammar' section. Ask them to complete each sentence using the correct possessive pronoun for the words in bold. Motivate them to work independently.

Read statement (2) from the 'Grammar' section. Ask students to read the given sentences and circle the errors in each sentence. Rewrite them in their notebook using the correct pronoun-antecedent agreement. Take rounds while they are doing their work.

Read statement (3) from the 'Grammar' section. Ask them to look at the given picture carefully and share what is happening in it. Now ask them to make sentences using sentences they read in the pervious lessons. Make them write at least four sentences using each given pattern. Provide them with feedback after checking their work.

Read statement (4) from the 'Aspects of Language' section. Have them write the forms of the given sentences. Ask them to complete the table changing the given sentences into the present, past and future tenses. Monitor them while they are doing their work.

Read statement from the 'Writing' section. Make them write a paragraph on their aims . Check their work and rectify their mistakes.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Write some words on the board and ask students at random to write new words by adding affixes in them.

Homework:

(2 mins)

Write three sentences each using the simple present past and future tenses.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge Others by appearances **Topic:** Reading **Date:** _____

Objective(s):

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

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding. Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Narratives.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 54-55

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 randomly have they ever met any person with physical disability? What were their first impression about that person? How did they feel after meeting that person? After the responses of students, tell them that we should show respect to such persons.

Main Activities/Concept Building: (25 mins)

Ask them to open the book at page 54. Ask them to look at the picture. Ask them randomly what is happening in this picture. Note their responses. Tell students that they should not mock others by their appearances. Now ask let's get started questions from them. Note their response. Now bring them to the theme of the lesson. Guide them that everyone in surrounding is equally important.

Tell students that today they are going to read the unit 'Never judge others by their appearances'. Ask students to open their textbooks at page 55. Ask 3 to 4 students to read the unit with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask students following questions:

- What did Sara do when she arrived late to school?
- How did Miss Saima respond when Sara asked for permission to enter the classroom?
- How did Sara react when she found someone else sitting in her seat?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

How did Miss Saima handle the situation when Zarka claimed Sara's seat?

Homework: (2 mins)

Read the lesson at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge Other by Appearances **Topic:** silent letters **Date:** _____

Objective(s):

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

- Read the text of the lesson. (Next two paragraphs).
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- Identify the speaker of a story (e.g., first person, third person.)

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, Textbook page 55

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 randomly to recall previous lesson. Ask them at random how they should behave if the meet someone with physical differences. Note the responses of students.

Main Activities/Concept Building: (25 mins)

Ask students to open their textbooks at page 55. Ask them to read the next two paragraphs. Ask them to read the paragraphs with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well.

Tell them that in today's reading, we are going to recall and identify silent letters. Ask them what they know about silent letter. Note their responses. Tell them a letter in a word that is not pronounced is called a silent letter. Give some examples of silent letters to students such as: should, could. Tell them that letter 'l' is silent in these words. I should not be pronounced.

Ask students to find out words with silent letters in the paragraphs they just read. Help them to find the silent letter word for example: listen. Tell them that letter 't' is silent in this word. This word should be pronounced as [LISEN]. Ask students at random to find more silent letter words from these two paragraphs and write in their notebooks.

Activity:

Tell students that the speaker of a story can take on various forms depending on the narrative style of the story. It could be a first-person narrator, where the story is told from of first-person pronoun like "I" or "we." Or the speaker of the story can be can be a third-person narrator, which uses pronouns like "he," "she," or "they." In this case, the narrator is an external observer who provides an objective account of the events. Now, ask students at random who is the speaker of this story.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Assessment: (5 mins)

Ask students to write the answers of the following question:

1. How did the girls behave towards Zarka?
2. Who intervened in the situation when the science teacher entered the class?
3. What did the teacher reveal about Zarka to the class?

Homework: (2 mins)

Provide the given worksheet to the students to fill it at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully and identify the silent letter(s) using these silent words: whole, listen, could, should, mock, introduce Write the correct word with the silent letter(s) in the blank space provided.

1. Please _____ carefully to what I'm about to say.
2. If you work hard, you _____ achieve great things.
3. I ate the _____ pizza all by myself.
4. You _____ always be kind to others.
5. Allow me to _____ myself. My name is John.
6. The students _____ the teacher by imitating her actions.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never judge others by appearances **Topic:** reading **Date:** _____

Objective(s):

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

- Read the text of the lesson. (Remaining paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Explain functions of transitional devices.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 randomly to recall previous lesson. Tell them to conclude the important points from the previous reading. Help them by giving some hints such as

- Girls laughed and made fun of Zarka's disability, mocking her.
- The teacher introduced Zarka to the whole class, mentioning her physical disability but emphasizing her intellectual abilities.

Main Activities/Concept Building: (27 mins)

Tell student that we are going to the remaining paragraphs from the book. Ask them to open their books at page 56, unit 5. Recall them that a transitional device is a word or phrase that helps to carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. Transitional devices link sentences within and beyond a paragraph to make sense and keep cohesion. Some transitional devices are furthermore, in addition, however, moreover, on the other hand etc. Ask student at random to search transitional devices in unit 5. Ask them to read the remaining paragraphs with correct pronunciation and intonation. Encourage them to do active reading by understanding the concepts and meaning as well.

Activity:

During reading ask the following questions:

1. What attitude did Zarka have towards her disability?
2. What qualities did Zarka possess?
3. How did the girls behave towards Zarka on her first day?
4. Who intervened in the situation when the science teacher entered the class?

After reading ask the following questions:

1. What happened on the exhibition day?
2. Who received the first prize in the exhibition?
3. In addition to the teachers' acknowledgment, what other recognition did Sara and Zarka's project receive?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

4. What award did Zarka receive from the chief guest?
5. How did the girls feel about their behavior after receiving the awards?

Sum Up: (3 mins)

Summarise the key concepts with your students

Assessment: (5 mins)

Assess your students randomly by asking following question orally:

1. How did the girls treat Zarka because of her disability?
2. How did Sara feel about the girls' behavior?
3. What did Sara do when she felt awkward about the girls' behavior?

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)	English	6		40 min

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

Unit Name: Never judge others by appearances **Topic:** Words Meanings **Date:** _____

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, flashcards, Textbook page 61

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Paste some flashcards of difficult vocabulary from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to tell the meaning. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 61. Read statement from the 'Glossary' section. Read the given words one by one with correct pronunciation and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use dictionary to find the meaning of these difficult words. Ask them to use them in their own sentence. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to tell the meaning of any word you have written on the board.

Homework: (2 mins)

Vocabulary Journal: Assign learners to keep a vocabulary journal where they record new words they encounter during their reading or daily life. They should include the word, its definition, example sentences, and any other relevant information. Encourage them to review and add to their journal regularly.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge others by their appearances **Topic:** Question and Answer **Date:** _____

Objective(s):

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

- Ask and answer simple and higher-order questions to guide/assess reading
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Recall the unit 'Never judge others by their appearances' with students. Make pairs of students. Ask each pair the following warm up questions to share what they have learnt from the unit.

1. Who was sitting in Sara's seat when she entered the class?
2. How did Zarka react when Sara told her that the seat belonged to her?
3. Why did Miss Saima ask Zarka to sit elsewhere?
4. How did Sara feel about the girls who were making fun of Zarka's disability?

Tell them the main theme of the lesson that revolves around empathy, inclusivity, and the power of acceptance. It highlights the journey of Sara, who initially witnesses others making fun of Zarka, a new student with a physical disability. However, as Sara gets to know Zarka better, she realizes the importance of treating others with kindness and respect.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions.

Activity

Ask students to open their textbooks at page 57. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' 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. Appreciate the students who finish their work first to boost their confidence. Repeat the process for 'Reading for Understanding' and 'Reading for Inference' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

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

Homework: (2 mins)

Write answers to the following questions:

- Have you ever helped a special person like Zarka in your life? Share your experience.
- If you were in place of Sara, how would you help Zarka overcome her difficulties?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge others by their appearances **Topic:** Question Answer **Date**

Objective(s):

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

- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students at random to tell what have learnt from the unit 'Never judge others by their appearances'. Encourage them to tell the message of the unit with their fellow students. Tell them we should empathise someone with physical disability. We should not make fun of such person. We should respect them and do not make fun of them.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Tell them that textual questions are easy to comprehend. These questions are text based. One has to read the text with full attention to answer these questions. Ask students to open their textbooks at page 57. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Analysis' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own. Correct them if they give wrong answers. Write the correct answers on the board and ask them to write answers in their notebooks.

Activity:

For further understanding ask them following questions:

Discuss the significance of Sara volunteering to be Zarka's project.

How does the lesson emphasize the importance of treating others with kindness and respect, regardless of their differences?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write answers of statement (ii) 'Comprehension' section in notebook.

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)	English	6		40 min

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

Unit Name: Never Judge Others by appearances **Topic:** Preforming a drama **Date:** _____

Objective(s):

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

- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 58

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 randomly have they ever watched a drama? Can they remember some of the characters of that drama? What was their favourite role or character? In this way, engage students in a discussion of sharing their memories about the drama.

Main Activities/Concept Building: (25 mins)

Tell them open the book at page 58 section: 'story elements. Ask them at random to read the given elements of the story. Tell them there are three elements of drama: 1. Characters, 2. Setting and 3. Plot. Tell them the characters are the people, animals or imaginary characters in a story, e.g. persons, animals, or things who take part in the action of a story. However, the setting is the time and place in which the story takes place. The third element of drama is plot. It is a series of events and actions that relate to the central problem. It has three parts: beginning, middle and ending.

Activity:

Tell students to open the book at page 58, section "Listening and speaking". Assign mother and Zarka roles among two students. Ask them to read their dialogue aloud. Guide to put expressions, gestures and emotions into the dialogue. Ask some other volunteers to play the role of mother and Zarka from the students. In this way, take turns and give chance to other students to play the role of mother and Zarka through this short dialogue.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Repeat this dialogue at home with your siblings.

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)	English	6		40 min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 8**

Unit Name: Never Judge others by their appearances **Topic:** homophones **Date:** _____

Objective(s):

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

- Differentiate between homophones (whether/weather, seen/scene, herd/heard, hare/hair), they're/there/ their)

Resource Material:

Chalk/Marker, White/Blackboard, flashcards, worksheet, Textbook page 59

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 be attentive and look at the pair of flashcards that you are holding in your hands. Show them the first card written on it "*there*" and ask students randomly to read it aloud. Then, show them the other flashcard written on it "*their*". Guess them read it correctly. Correct the students if they pronounce it wrongly. Tell them the word "there" and "their" are pronounced exactly the same. Repeat the process and show them three or four more flashcards of such homophones until all students get a chance to participate in this activity.

Main Activities/Concept Building: (27 mins)

Tell students that such words are called "homophones". Guide them that Homophones are words that are pronounced exactly the same, but have completely different meanings. They can be confusing since they sound the same but have different spellings and meanings. Give them some more pairs of flashcards of homophones. Tell them that they are going to study homophones today.

Ask students to open their textbooks at page 59 of the vocabulary section. Ask one student to read aloud the instruction statement 1 in the vocabulary section. Then ask students at random to read the given sentences and understand homophones. There are pair of homophones in this section as: sale/sail, cell/sell, aloud/allowed, whether/weather and sea/see.

Ask students to fill in the blanks with the correct homophone in the given worksheet.

Sum Up: (3 mins)

Summarise the key concepts with your students

Assessment: (5 mins)

Make sentences with the following homophones.

their/there scene/seen herd/heard

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the correct homophone from the word bank. that completes the sentence accurately.

- I am not sure _____ to bring an umbrella or not.
a) whether b) weather
- We _____ a beautiful rainbow after the rain.
a) seen b) scene
- The _____ of elephants was a magnificent sight.
a) herd b) heard
- The _____ ran through the meadow at an incredible speed.
a) hare b) hair
- _____ going to the park this afternoon.
a) They're b) There
- I left my keys _____ on the table.
a) there b) their
- She couldn't decide _____ to buy the blue dress or the red one.
a) whether b) weather
- The crime _____ took place in the abandoned warehouse.
a) seen b) scene
- The shepherd _____ his sheep across the field.
a) herd b) heard
- She tied her _____ in a neat ponytail.
a) hare b) hair

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**
Unit Name: Never Judge others by their appearances **Topic:** Types of Adjectives **Date:**

Objective(s):

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

- Identify adjectives of quantity, quality, size, shape, colour, and origin.

Resource Material:

Chalk/Marker, White/Blackboard, flashcards, worksheet, Textbook page 60

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 flashcards of real-life objects to students such as an apple, car, house or flowers etc. Show them the picture of apple and ask following questions:

1. How many apples do you see in this picture?
2. It is this apple ripe?
3. It is small or big?
4. What colour does it have?
5. Is this a Pakistani apple or French apple, grown in France?

Note the responses of the students. Correct them if they are wrong. Later, Take the flash of a car and ask them the above questions. Make minor modification if required. Show students other flashcards of the objects and repeat the same questions.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to study adjectives of quantity, quality, size, shape, colour, and origin. Tell students that adjectives describe more about a noun. Adjectives are words which modify a noun or pronoun. They are of different kinds such as adjectives of quantity, quality, size, shape, colour, and origin. They express quantity, quality, size, shape, colour, and origin of an objects. Ask students to open their textbooks at page 60.

Activity:

Ask them to read the statement (i) of 'Grammar' section aloud. Ask students at random to read the given examples aloud and notice the highlighted words. Ask them to notice that each highlighted word belongs to a specific category of nouns.

Ask students to read the statement (ii) of 'Grammar' section aloud. Ask them to read the given examples and notice the highlighted words. Ask them to differentiate between different kinds of adjectives: quantity, quality, size, shape, colour and origin with the help of examples. Ask students to read the given examples one by one and underline the adjectives of different kinds. Ask students at random to tell if the underlined adjectives represent quantity, quality, size, shape, colour, or origin. Repeat the process for each given example. Appreciate students for their correct answers.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students

Assessment: (5 mins)

Give students worksheets and ask them to complete the given worksheets correctly.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Identify the type of adjective (quantity, quality, size, shape, color, or origin) for each underlined word in the sentences below. Write the adjective type next to each sentence.

Example:

I bought three ripe bananas.

Adjective Type: Quantity

1. She has a beautiful rose garden.

Adjective Type: _____

2. We saw a massive elephant at the zoo.

Adjective Type: _____

3. The rectangular table fits perfectly in the corner.

Adjective Type: _____

4. I love the taste of spicy Mexican food.

Adjective Type: _____

5. The little boy held a red balloon.

Adjective Type: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: Never Judge others by their appearances **Topic:** Types of Adjectives **Date:**

Objective(s):

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

- Identify adjectives of quantity, quality, size, shape, colour, and origin.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 on board following 5 sentences and ask students randomly to read the sentences.

- She has a beautiful rose garden.
- We saw a massive elephant at the zoo.
- The rectangular table fits perfectly in the corner.
- I love the taste of spicy Mexican food.
- The little boy held a red balloon.

Ask students randomly to identify types of adjective in each sentence. Repeat the process four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to recall the types of adjectives. Tell students that adjectives describe more about a noun. Adjectives are words which modify a noun or pronoun. They are of different kinds such as adjectives of quantity, quality, size, shape, colour, and origin. They express quantity, quality, size, shape, colour, and origin of an objects.

Activity:

Ask students to open their textbooks at page 61. Ask them to read the statement (iii) of 'Grammar' section aloud. Read the given sentences and understand the use of adjectives. Ask students at random to read the given examples aloud and notice the highlighted words. Ask them to notice that each highlighted word belongs to a specific category of adjectives. Ask students at random to read the statement (iv) and write the given adjectives in their correct columns. For example, ask any student in which column does the adjective 'large' should be written. In this take other words and other words one by one put them in the right column with the help of students. Appreciate students for selection of correct column. If they commit mistake, give the clues to choose the right column. In the same fashion, ask students randomly to underline the correct adjectives and identify adjectives of quantity, quality, size, shape, colour, and origin in the statement (v) in the grammar section. The first one is done for them.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to rewrite the sentences given in the Grammar section, statement (vi) by adding your own adjectives with nouns.

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)	English	6		40 min

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

Unit Name: Never Judge others by their appearances **Topic:** Transitional devices

Date:

Objective(s):

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

- Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as).

- **Resource Material:**

Chalk/Marker, White/Blackboard, jigsaw puzzle pieces, worksheet, Textbook page 62-63

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 groups of 4-5 students. distribute the jigsaw puzzle pieces among students and ask them to join them. Ask them to join the given jigsaw puzzle piece together to form a sentence.

1. [Piece 1]: I enjoy playing soccer [Piece 2]: and [Piece 3]: basketball.
2. [Piece 1]: She speaks French [Piece 2]: too
3. [Piece 1]: John plays the guitar [Piece 2]: as well as [Piece 3]: the piano
4. [Piece 1]: They love swimming [Piece 2]: and [Piece 3]: surfing.
5. [Piece 1]: Sarah enjoys cooking [Piece 2]: as much as [Piece 3]: baking.

If they join piece wrongly. Help the students in the groups to join the pieces correctly. Select one student from each group to read the pieces in correct order.

Main Activities/Concept Building:

(27 mins)

Tell the students that they are going to study today about functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as). Tell them a conjunction is a word that joins or links two words or phrases together, e.g. and, or, but, so, etc.

Ask students to open their books at page 62 of the grammar section. Ask students at random to read statement 7 at page 62 to notice the use of conjunctions. Tell them to identify conjunctions in these sentences. Later, ask them to write these 3 sentences in their notebooks.

Activity 1:

Tell students to read the statement 8 at page 62. Ask students at random to complete the blank with the help of correct conjunctions given in this statement. Check their books one by one and guide them if they filled the blanks wrongly. Encourage and appreciate those students who have filled the blanks with the correct conjunctions.

Activity 2:

Tell students that transitional devices are words and phrases that provide a link between ideas and sentences. There are different types of transitional devices. Inform the students that they are going to study transitional devices for addition. Transitional devices of addition are words which add information, reinforce ideas, and express agreement with preceding material. Ask student to move to page 63 of their book. Ask students randomly to read the given text at page 63 statement 10. Tell them in this text, transitional devices for addition are written in red colour such as 'and', 'therefore' etc.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Activity 3

Provide given worksheets to all students. Ask them to complete it by filling the correct transitional devices.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random the following questions orally:

1. What is conjunction? Give two examples.
2. Give two examples of transitional devices for addition.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the appropriate transitional devices from the given options: "so," "therefore," "moreover," "but," or "then."

1. He didn't have enough money for the train tickets. _____, he decided to save up for them.

2. I love reading mystery novels. _____, I enjoy solving the puzzles within the story.

3. I finished my homework, _____ I went to bed.

4. She studied for hours, _____ she still felt unprepared for the exam.

5. He came late, _____ he missed out on his lesson.

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Unit Name: Never Judge others by their appearances **Topic:** Conjunctions/Transitional devices **Date:**

Objective(s):

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

- Explain functions of different conjunctions/transitional devices used for addition.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 63

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that today they are going to recall the conjunction. Tell them that a conjunction is a word that join or links two words or phrases together, e.g. and, or, but, so, etc. Ask students randomly to identify conjunction in the following sentences:

- She likes chocolate pudding and black forest cake.
- We waited a lot but you never came.
- He came late so he missed out on his lesson.

Repeat this activity with others students four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building:

(25 mins)

Tell student that today they are going to study the transitional devices. The transitional devices are words and phrases that provide a link between ideas and sentences. Ask students to open their books at page 63 of the grammar section, statement 9. Ask them to read different kinds of transitional devices given statement 9. Tell them there are four types of transitional devices: addition, alternative, contrast and comparison. Ask students randomly read transitional devices for 'addition' in the column first. Transitional devices of addition are words which add information, reinforce ideas, and express agreement with preceding material.

Activity: Ask students randomly to read the statement 10 of Grammar Section. Ask students at random to read the given examples aloud and notice the highlighted words. As them to notice that each highlighted word belongs to a specific category of transitional devices of addition. Repeat the process four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess students by asking random questions about conjunctions and transitional devices.

Homework:

(2 mins)

Ask students to read the statement 10 of the Grammar Section at page 62 at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge others by their appearances **Topic:** Phrases and Clauses **Date:** _____

Objective(s):

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

- Differentiate between phrases and clauses

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 on "in the park," " around the Sun," and "on the table." Ask students randomly to read them aloud. Then write on "She is in the park," "The earth revolves around the Sun," and "The book is on the table." Ask students randomly to read them aloud. Repeat the process two or three times. Then ask student to judge the difference between both of the writings on the board. Ask them to guess what is the difference between them. Note their responses. Appreciate their participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to differentiate between phrases and clauses. Tell them that a clause is a group of words that contains a subject and a verb. Phrases can act as nouns, adjectives, adverbs, or prepositions. To see the examples of the phrases, please ask students to open their books at page 64, statement 12. Ask students at random to read the examples. Repeat the process of reading phrases two times. Then define clause to students that 'a clause is a group of words that contains a subject and a verb.' Tell them that clauses can function independently as a complete sentence. In this case they are called independent clauses. Examples of independent clauses include "She went to the store" and "I love playing soccer." On the other hand, sometimes they function dependently as part of a sentence. In this case, they are called dependent clauses such as "When it rains" and "Because I was tired." The dependent clauses do not give complete sense of the sentence. They require another clause to complete the meaning.

Activity: Now ask students to open their books at page 64, statement 14 aloud. Ask them at random to identify whether the underlined groups of words are phrases or clauses. Repeat the process four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students to differentiate between phrases and clauses.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Determine whether the group of words is a phrase or a clause. Write "P" for phrase or "C" for clause next to each sentence.

1. The cat sat on the windowsill. _____
2. Under the table. _____
3. We went to the beach. _____
4. On the top shelf. _____
5. By the riverbank _____
6. She is reading a book. _____
7. Because he studied hard, he passed the exam. _____
8. In the morning. _____
9. With a big smile. _____
10. They decided to go hiking in the mountains. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge other by their appearances **Topic:** phrases and clauses **Date:** _____

Objective(s):

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

- Differentiate between phrases and clauses

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 64

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 on board following three phrases and clauses.

1. By the river
2. With a big smile
3. Under the tree

clauses:

1. She went to the store.
2. They played soccer in the park.
3. The sun was shining brightly.

Ask them at random to recall the difference between phrases and clauses. Tell them randomly to read the phrases and clauses written on the board. Tell them a phrase is a group of related words without a verb and the subject. However, a clause is a group of words that contains a subject and a verb.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall the difference between phrases and clauses. Ask them to open their books at page 64, statement 14 and identify whether the underlined groups of words are phrases or clauses. Repeat the process four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity. For further reinforcement of the concept provide the worksheet to students.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students to differentiate between phrases and clauses.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Determine whether the group of words is a phrase or a clause. Write "P" for phrase or "C" for clause next to each sentence.

1. From the tall tree branch. _____
2. The play was funny. _____
3. In the spring season. _____
4. without oxygen or fresh air. _____
5. She wears a bracelet made of silver. _____
6. playing the piano. _____
7. I have no clue what he did with those funds. _____
8. the warm sunbeam. _____
9. Planets revolve around the Sun. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge others by their appearances **Topic:** past continuous tense **Date:**

Objective(s):

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

- Use the past continuous in writing.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 your students randomly 5 pictures that show a lot of activity and give them one minute to study the picture. Engage the students in a brief discussion about what they see in the picture. Encourage them to describe the activities, people, objects, and any other details they notice. Choose one action from the picture and model how to describe it using the past continuous tense. For example, if the picture shows people playing football, guide students to say, "In the picture, the children were playing football on the field." Write the sentence on the board. In the same fashion, other ask other students to describe what they see in the picture using the same pattern. Note down all responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about past continuous tense. Tell students that the past continuous tense represents an action continuing at a specific point in the past. Give them examples to this, such as "I was studying," "They were playing," or "She was cooking." Explain students that the past continuous tense is formed using the past tense of the verb "to be" (was/were) and the present participle form of the main verb (-ing form). Show the following sentence structure: Subject + was/were + verb-ing. For example, "I was studying."

Activity: Ask them open their books at page 64, to read statement 15. Tell some students to read affirmative sentences noticing their structure. Ask a random student to come in front of the class and write the sentence from the statement 15 on the board. Ask them to underline main was/ were verb+ing. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity. Provide more examples of affirmative sentences in the past continuous tense and encourage students to create their own.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students to fill in the blank with correct option to make a sentence in past continuous tense.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Choose the correct option (A, B or C) to complete each sentence using the past continuous tense.

1. _____ last night at 8 p.m.?

A. were you writing B. you wrote C. D. you write

2. While I _____ dinner, my phone rang.

A. cooked B. was cooking C. cook

3. They _____ when the rain started.

A. played B. were playing C. play

4. Yesterday, she _____ a book when bell rang.

A. was reading B. read C. reading

5. We _____ to the Masjid when the power went out

A. was going out B. went C. were going

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 8**

Unit Name: Never Judge others by their appearances **Topic:** Past Continuous **Date:** _____

Objective(s):

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

- Use past continuous tense in writing

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students at random to tell what they know about past continuous tense. Write the sentence structure for past continuous tense (affirmative sentence) on board. Now encourage students at random to speak out some sentences using past continuous tense. Appreciate them for their correct answers. Appreciate them all for their correct answers to boost their confidence. Repeat the process three or four times until they clear concept of past continuous tense sentence structure.

Main Activities/Concept Building: (25 mins)

Tell students that today you are going to learn past continuous tense (negative + interrogative) structure. Ask students to open their textbooks at page 64, statement 15 negative structure. Read statement (15) from 'Grammar' section aloud. Write the sentence structure of negative and interrogative of past continuous tense on board.

Negative: Subject + was/were + not + ing form of verb + object.

- I **was not writing** a poem.
- They **were not buying** new bags for their school.

Make sure to write some examples as well on board and underline them according to the sentence structure for better understanding of students. Tell students "not" is added after "was" or "were" to indicate the negative form.

Activity 1:

Ask students at random to read the examples on board and notice the use of highlighted words. Now, ask students randomly to read the interrogative sentences from the page 65 of the statement 15. Write few more examples on the board such as these:

- Was I studying for the exam?
- Were they playing cricket in the park?
- Was she cooking dinner when I arrived?

Tell students that in the above examples, the auxiliary verb "was" is used with the singular subject "I" and "she," while the auxiliary verb "were" is used with the plural subjects "they" and "we. These auxiliary verbs are placed before the subject in the interrogative sentences while the main verb remains in the verb+ing form. Ask students at random to come in front and read the sentences aloud. Repeat

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

the process four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to complete the sentences using past continuous tense.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Make sentences in the past continuous tense using the verb given in the options.

1. The boy —————

A. is sleeping

B. was sleeping

C. were sleeping

2. I ————— when the lights went out.

A. was not reading

B. were not reading

C. am not reading

3. She ————— the clothes.

A. is washing

B. was washing

C. were washing

7. —————Jameel rehearsing for the play?

A. were

B. is

C. was

A. is raining

B. was raining

C. were raining

5. The dogs —————

A. are barking

B. were barking

C. was barking

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge other by their appearances **Topic:** Use of Hyphen **Date:** _____

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using Hyphen.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Make flashcards of hyphenated words such as "well-known," "high-quality," "blue-eyed," "two-thirds," "or "mother-in-law," "State-of-the-art", or "One-on-one". Show these cards to students. Ask students randomly to read the words aloud. Appreciate them for correctly reading these words. If they have any difficulty in reading these words, help and guide them to read it properly. Repeat this process three to four times until all the students are able to read it properly.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to study about use hyphen in sentences and paragraphs. Tell them that the hyphen (-) is a punctuation mark that's used to join words or parts of words to make compound words for example re-entry x-ray, well-known, high-quality, blue-eyed, two-thirds, mother-in-law, State-of-the-art, or One-on-one.

Activity 1:

Ask the students randomly to open their book at page 66 of "Punctuation" section, statement 1 to read the given sentences and notice the use of hyphens. Repeat the reading two to three times so that students get familiar with use of hyphen in writing. Tell them hyphens are used to connect two or more words that function together as an adjective modifying a noun. For example, "blue-eyed," "long-term," or "one-way." The hyphen clarifies the relationship between the words and ensures they are interpreted as a single descriptive unit. Tell them that hyphens are used in compound numbers and fractions to join the individual numbers together. For example, "thirty-five," "two-thirds," or "twenty-one." It is also important to note that hyphens can be used to improve clarity and readability in certain situations. They can be used to avoid confusion or misinterpretation. For example, "re-sign" (to quit) versus "resign" (to give up a position). The hyphen clarifies the intended meaning.

Activity 2:

For further reinforcement of the usage of hyphen in writing, please provide the given worksheet to students to insert hyphen in the underlined words.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Assessment: (5 mins)

Ask students to put the hyphen in correct place in the following sentences:

1. The load bearing wall is important to the structure of the house.
2. This cake is rock hard and impossible to eat.
3. The wizard in the movie was all powerful and wise.
4. The man eating bear was hunted down by park rangers.
5. The pre test was held only one week ahead of the actual exam.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read the paragraph below and place the hyphen in the correct place to make the sentence that make sense.

The science experiment was a hands on, eye opening experience. We gathered in the well equipped, state of the art laboratory, wearing protective goggles and lab coats. Our task was to investigate the effects of light and heat on plant growth. We set up controlled, meticulously designed experiments, carefully measuring and documenting our observations. The data showed a clear cut, dose dependent relationship between light intensity and photosynthesis. We also discovered the importance of maintaining a stable, temperature controlled environment for optimal plant development. The experiment was not only educational but also a thrilling, confidence boosting journey into the world of scientific inquiry.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge others by their appearances **Topic:** Narrative Writing **Date:** _____

Objective(s):

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

- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events
- Use concrete words and phrases and sensory details to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Resource Material:

Chalk/Marker, White/Blackboard, a short story, worksheet, textbook page 66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 one-pager short story for the students. Ask students randomly to read it aloud. Ask students who are the characters of this story? What is middle of the story? What is the place of action or setting of the story? What is sequence of events in the story? What is the main idea of the story? Appreciate students' responses. Help and guide them to find out the answers to these questions.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write a narrative or a story. Tell students that a narrative text tells a story of real or fictional events, from one person's point of view. Its purpose is to entertain, or to inform the audience about some event or incidents. Ask students to open the book at page 66 of the "Guided Writing" section, statement "elements of narrative". Ask them randomly to read elements of the story. Guide them how to write a narrative. Tell students that a narrative story has a beginning, middle, and end, and often include characters, settings, and a plot. A narrative should be written in chronological order. Emphasize the use of descriptive language and show examples of character development in narratives.

Activity: Ask students to write a short narrative about their mother using the given worksheet. Provide the worksheet to them.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask to write a narrative short paragraph about your recent school trip.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Write a short informational narrative about your mother. Write about mother's name, age, birthplace, favorite food, daily routine, favorite past-time, best qualities, and a favorite memory.

ALL ABOUT MY MOTHER

My mother name is _____. She is

_____ years old. She was born in _____. My

mother's favorite food is _____. In her free time,

she _____

_____. During the

day, my mother _____ My

mother's best qualities

include _____

_____. My favorite memory with my mother is

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Never Judge others by their appearances **Topic:** creative writing **Date:** _____

Objective(s):

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

- Write a narrative paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, textbook page 67

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to sit in a circle. Tell students that today they are going to discuss about different stories. Ask students at random to tell what stories they like the most? Ask them to tell their favourite genre of stories. Ask students to share a story which they have read recently. Ask them to take turns for sharing their stories. Ask them to share the reason of likeness/dis likeness as well. Ask them to share their own views about story to fellow students. appreciate them for their active participation in classroom activity.

Main Activities/Concept Building: (29 mins)

Tell students that today they are going to write a story. Tell them to recall the elements of narrative writing. Tell student in order to write a story of own, we should prepare some notes.

Activity

The given worksheet will help you take notes such as what happened? When did it happened? Where did it happened? Who was there? Based on this basic information, start writing your personal narrative about your childhood as instructed in the "Creative Writing" section of the book at page 67. Then write the beginning, middle and the end of the story. Read the given situation aloud and encourage students to use their imagination to write a story for the given situation. Ask students to gather idea and take notes for better understanding of the situation. Provide them the worksheet to write their story on their notebook with the help of following the worksheet.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (3 mins)

As students to recall the elements of the story writing.

Homework: (0 mins)

N/P

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Write about your best childhood memory on your notebooks. In your narrative, tell the story of that memory. Add narrative and descriptive details with the help of this worksheet.

Story Title: _____

Story Summary

What happened?	When did it happen?	Where did it happen?	Who was there?
----------------	---------------------	----------------------	----------------

Story Details

Beginning -

Middle-

End-

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** Reading **Date:** _____

Objective(s):

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

- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics.
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Narratives.

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, textbook page 68-69

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show students the picture from the unit 6 at page 68 and ask them following questions randomly:

- Have you ever seen an accident?
- How did people help the injured there?
- How can first aid help in saving a life?
- Look at the picture at page 68 and express what has happened there?

Repeat the process three to four times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the unit 6 on 'First Aid for Everyone, Everywhere'. Ask students to open their textbooks at page 68. Ask students to read the title of the unit and tell what they understand by this title.

Ask students to open page 69. Tell students that today we are going to read the importance of first aid in our lives. Tell them that first aid refers to the immediate and initial assistance provided to someone who has been injured or suddenly becomes ill before professional medical help arrives. It involves a set of simple techniques and basic medical knowledge that can be applied by anyone, regardless of their medical background, to preserve life, prevent further harm, and promote recovery. Tell them that today they are going to read about the topic of first aid.

Ask students at random to read the text aloud, emphasizing correct pronunciation, intonation, and stress. Offer guidance and feedback as students practice reading. Correct any mispronunciations gently and encourage them to repeat the words or phrases correctly.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Who was at home with Haroon on that Sunday afternoon?
2. Where was Haroon when he heard the loud noise?
3. What did Haroon do when he heard the noise?
4. Where did Haroon find his grandmother?
5. What had happened to his grandmother?

Homework: (2 mins)

Provide the worksheet for a variety of reading- age-appropriate text for reading comprehension.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read the following passage and answer the questions that follow.

The Amazing Rainforest

The rainforest is a fascinating ecosystem found in many parts of the world. It is filled with tall trees, lush vegetation, and a wide array of animals. Rainforests are known for their high biodiversity, meaning they have a large variety of plant and animal species. Did you know that rainforests are sometimes called the "lungs of the Earth" because they produce a significant amount of oxygen? Exploring the rainforest can be an exciting adventure, with so much to learn and discover!

Questions:

1. What is the rainforest known for?
2. Why are rainforests sometimes called the "lungs of the Earth"?
3. What makes exploring the rainforest an exciting adventure?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** Reading **Date:** _____

Objective(s):

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

- Read the text of the lesson. (Remaining paragraphs + First poster).
- Read aloud short and simple texts frequently with sufficient accuracy, some expression and correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, textbook page 69

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask student to recall previous lesson. Ask them randomly to provide a brief summary of the lesson content. Tell them at random to recap the main points, key concepts, and important details covered during the lesson.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the unit 'First Aid for Everyone, Everywhere'. Ask students to open their textbooks at page 69. Tell students that today we are going to next paragraph. Tell them that they will also look at the poster first poster the page. Ask students at random to read the text aloud, emphasizing correct pronunciation, intonation, and stress. Offer guidance and feedback as students practice reading. Correct any mispronunciations gently and encourage them to repeat the words or phrases correctly. Repeat the process of reading four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Ask them few questions about the first poster at page 70 such as:

1. What is the title of this poster?
2. What are 3 Ps?
3. Name 5 common items in the first aid kit?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the worksheet to students to read aloud short and simple texts with correct pronunciation and intonation.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read the following passage aloud with correct pronunciation and intonation and answer the questions.

Sports Around the World

Sports are popular activities enjoyed by people worldwide. Different countries have their own traditional sports, as well as popular international sports like football, basketball, and tennis. Sports not only promote physical fitness but also teach valuable lessons such as teamwork, discipline, and perseverance.

Questions:

1. What are some popular international sports mentioned in the passage?
2. Name one lesson that sports can teach us.
3. Why do you think sports are enjoyed by people all around the world?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** Reading **Date:** _____

Objective(s):

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

- Read the text of the lesson. (2nd Poster).

Resource Material:

Chalk/Marker, White/Blackboard, 2nd Poster ,Textbook page 69

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 students randomly the second poster of unit 6. Ask them randomly following questions:

1. What is the title of this poster?
2. If someone's hand bleeds, what should he do? Explain the steps mentioned in this poster.

Repeat the process of poster reading three to four times so that everyone gets a chance to express his/her view.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the unit 6, 'First Aid for Everyone, Everywhere'. Ask students to open their textbooks at page 69. Tell students that today we are going to read about first aid the remaining paragraphs. Ask students at random to read the text aloud, emphasizing correct pronunciation, intonation, and stress. Offer them guidance and feedback as they practice reading. Correct any mispronunciations gently and encourage them to repeat the words or phrases correctly. Repeat the process of reading four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Ask them randomly few questions about the second poster such as:

1. Why is it important to wash the wound as the first step in providing first aid for cuts and injuries?
2. What are some methods you can use to stop bleeding from a wound?
3. Why is it crucial to clean the wound thoroughly before applying any medication or covering it?
4. What is the purpose of applying an antibiotic to a cut or injury?
5. Why is it important to cover the wound after cleaning and applying medication?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random some oral questions what they learned from this lesson.

Homework: (2 mins)

Please, identify common household injuries or emergencies that require immediate first aid attention. Make a list of at least five different scenarios, such as burns, cuts, choking or nosebleeds.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: First Aid for Everyone, Everywhere

Topic: Words Meanings

Date:

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 72

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

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

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 72. Read statement from the 'Glossary' section'. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity:

Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Provide the worksheet to students to fill in the blanks with given word bank.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the appropriate vocabulary word from the given list.

Word Bank: Disposable, Preserve, Gauze, Paramedics, Immediately, Assistance, Sterilized, Diligently

1. The _____ are trained medical professionals who provide emergency medical _____.
2. In a first aid kit, you may find _____ items such as gloves and bandages that are meant to be used once and then thrown away.
3. When you are injured, it is important to seek _____ to ensure proper medical care.
4. After cleaning a wound, it is crucial to apply a _____ pad or _____ to help stop the bleeding.
5. To become proficient in any skill, it is essential to practice _____ and put in consistent effort.
6. We should _____ natural resources, like forests and wildlife, to protect them for future generations.
7. In case of an emergency, it is necessary to act _____ and call for help.
8. Before using any medical equipment, it must be properly _____ to eliminate any bacteria or germs.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 8

Unit Name: First Aid for Everyone, Everywhere

Topic: Question Answers

Date: _____

Objective(s):

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

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 72

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Recall the unit 'First Aid for Everyone, Everywhere' with students. Make pairs of students. Ask each pair to tell what they have learnt from the unit. Encourage them to say the message of the unit with their fellow students by taking turns. Ask students randomly to tell what do would do if they come across an accident indoor or outdoor. What part of this unit they like most? Inquire them to tell the reason of their likeness as well. Note their responses. Make sure to involve all students in the conversation.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions. Ask students to open their textbooks at page 72. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' 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. Appreciate the students who finish their work first to boost their confidence.

Repeat the process for 'Reading for Understanding' and 'Reading for Inference' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

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

Homework:

(2 mins)

Write answers of statement (ii) 'Comprehension' section in notebook in neat hand writing.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** Question Answers **Date:** _____

Objective(s):

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

- Understand and answer the given questions.
- **Read, think and Do it!**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students at random to tell what have learnt from the unit 'First Aid for Everyone, Everywhere'.

Ask them following warm up questions:

1. Who became known as a little hero in his family?
2. How did Haroon apply the first aid lessons he learned in school?
3. How did Haroon's mother and grandmother react to his actions?
4. What did Haroon do to raise awareness about the importance of lifesaving skills?
5. Who did Haroon share a poster about First Aid with?

Encourage them to share the message of the unit 'First Aid for Everyone, Everywhere' with their fellow students. Tell them first aid allows individuals to provide immediate assistance to someone in need. In Haroon's case, he was able to apply the first aid lessons he learned in school to help his grandmother when she needed it the most. Tell student to share some benefits of first aid on their own in the light the given points:

- | | |
|--------------------------|--|
| preventing further harm, | increased chances of recovery and |
| raising awareness. | appreciate them for their participation. |

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn different questions related to the unit. Tell students that questions can be of different types. Recall the concept of literal questions as well. Ask students to open their textbooks at page 73. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Analysis' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own. Correct them if they give wrong answers. Write the correct answers on the board and ask them to write answers in their notebooks. Help them while they are writing the answers. Appreciate the ones who finish their work first to boost their confidence.

Activity

Ask students to read the activity given in 'Read, Think and Do it!' section at page 73 and answer the following questions:

1. Who wanted to catch all the mice in the barn?
2. What did the mice meet to talk about?
3. What plan did the old gray mouse suggest to keep out of the cat's way?
4. How did the other mice react to the suggestion?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

5. What did the mice decide to do after hearing the plan?

6. Why did the mice refuse to hang the bell on the cat's neck?

Note their answers. Appreciate and encourage them to answer correctly. Give some cadies for their encouragement.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students by asking random questions from the unit.

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)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** Listening and Speaking **Date:** _____

Objective(s):

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

- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- **Talk On...**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 on the board 'The Importance of Knowing First Aid'. Divide students into four groups and ask them to discuss why it is important for everyone, including kids, to learn basic first aid skills. Ask group leader to in front of the class summarize the discussion in three or four points.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to read a dialogue between doctor and patient about stomachache and dental hygiene. Ask students to open their textbooks at page 73. Read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation, Haroon tells the doctor about his stomachache and dirty teeth. The doctor discovers that Haroon eats too many candies, which is causing his stomachache and harming his teeth. The doctor gives Haroon medicine and advises him to stop eating so many candies. Haroon agrees to follow the doctor's advice and hopes to feel better soon. Repeat the dialogue with other volunteers from the class three times. After they have practiced the dialog ask following comprehension questions:

1. Who did Haroon visit in the dialogue?
2. What was Haroon's main health concern?
3. What did the doctor check to understand Haroon's condition?
4. What did the doctor say about Haroon's teeth?
5. What did the doctor identify as the cause of Haroon's stomachache?
6. What did the doctor advise Haroon to avoid?
7. What did the doctor prescribe for Haroon?
8. What did Haroon promise to do after receiving the doctor's advice?
9. How did Haroon react to the doctor's suggestions?
10. How did the doctor encourage Haroon at the end of the conversation?

Activity:

Write the topic 'First Aid for Animal Bites'. Talk about what to do if someone is bitten by a dog, cat, or other animals and how to keep yourself safe in such situations. Ask students at random to tell what they understand by this topic. Note their responses. Make pairs of students and ask them to discuss the given topic in detail with each other. Ask them to share the details of first aid in case of animal bite. What would they do if they come across this situation and why? Make sure to involve all students in the activity.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to reply orally to questions in the 'Reading Comprehension' section: reading for detail.

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)	English	6		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: First Aid for Everyone, Everywhere

Topic: Homographs

Date:

Objective(s):

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

- Understand and identify homographs words spelled the same, with different pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards, Worksheet, Textbook page 74

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 to the students randomly two-sided pair flashcards. Write the on both flashcard homographic words and their meaning at the back of the flashcards. Such as:

First pair of flashcards:

Word: Bow

Meaning 1: A decorative knot or ribbon

Meaning 2: To bend forward as a sign of respect or to aim an arrow

Second pair of flashcards:

Word: Tear

Meaning 1: A drop of liquid from the eye

Meaning 2: To rip or pull apart forcefully

Third pair of flashcards:

Word: Wind

Meaning 1: The movement of air

Meaning 2: To twist or turn something, like winding a clock

Fourth pair of flashcards:

Word: Lead

Meaning 1: A heavy metal

Meaning 2: To guide or be in charge of something

Tell student that these students have same spellings. But they can have same pronunciation or different pronunciation. Such as lead can be read as [LED] or [LEED]. Ask students to repeat the reading of these flashcards three to four times to making sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building:

(25 mins)

Tell students that such words are called "homographs". Guide them that Homographs are pairs of words that have the same spellings but have different meanings and are pronounced differently. Give them some more pairs of flashcards of homophones. Tell them that they are going to study homographs today.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Activity 1: Ask students to open their textbooks at page 74 of the vocabulary section. Ask one student to read aloud the instruction statement 1 in the vocabulary section. There are pair of homographs in this section as: close/close, orange/orange, watch/watch, live/ live, ruler/ ruler. Ask student to consult dictionary to see different pronunciations of close/close, live/live.

Activity 2: Provide students the worksheet read the sentences and circle the correct meaning of the underline homographs.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make sentences of your own with the following homographs: Close, park, right.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and circle the correct meaning of the underlined homograph.

Example: The lady had a strong accent.

- a. stress or emphasis b. manner of speaking or pronunciation

Answer: manner of speaking or pronunciation

1. I went fishing and caught a bass.

- a. a deep voice or tone b. a kind of fish

2. The farmer sells his produce to the local market.

- a. to create or make b. fresh fruits and vegetables

3. Everyone decided to desert the town.

- a. a hot arid region b. to leave

4. I drove a moped to school.

- a. acted sad or gloomy b. a bicycle with a motor.

5. I saw a bat flying in the cave.

- a. a piece of sporting equipment b. a winged animal

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Unit Name: First Aid for Everyone, Everywhere

Topic: Demonstrative Pronoun

Date:

Objective(s):

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

- Recognize and use pronouns as demonstrative.

Resource Material:

Chalk/Marker, White/Blackboard, Different objects and toys, Worksheet, Textbook page 75

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Point to different objects in the class that either near or far to the students and ask them randomly for example: point to the wall clock in the class and say: That is a clock. Now place some toys on the table and pick one of them in your hand and say: "This is my favourite toy" or point to your shoes and say "These are my new shoes." Make three to four groups and encourage students. Ask them to make sentences on the same pattern pointing to different objects in the classroom or their book. Guide each group to make these sentences correctly.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about "Demonstrative pronouns". Tell students that a demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. We use 'this' and 'these' to point to something or somebody near in time or distance and we used 'that' and 'those' to point to something or somebody in time or distance. Tell them that a demonstrative pronoun can be used as either a subject or an object.

- **Subject:** I think you need to I need new shoes. **These** are pretty old.
- **Object:** Where are **those**?

Ask students to open their textbooks at page 75. Ask them to read the statement (i) of 'Grammar' section aloud. Ask students to look at the picture in "Grammar Section", statement (ii) and write a paragraph about it using the demonstrative pronouns. Ask them to begin with "This is a library. Some students are reading books while others are.....". Check their writing, correct their paragraphs and help and guide them to use demonstrative pronouns correctly. Ask five to six students randomly to read aloud what they have written. Applaud them for correct use of demonstrative pronouns.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Provide the worksheet to students to fill in the blanks using the correct demonstrative pronoun.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Circle the demonstrative pronoun in each sentence.

- This is my favorite teddy bear.
- Would you like some of these?
- Those years at the lake were the best times of my life.
- That is the toy I would like to buy.
- These are absolutely delicious!

Choose the correct demonstrative pronoun to complete each sentence.

- _____ (These/This) are the shoes I like.
- _____ (This/That) car over there is the best one.
- _____ (These/Those) books right here are mine.
- _____ (That/Those) store across the street sells clothes.
- _____ (Those/This) students over there are my friends.
- I've been looking for a turkey, and I'd like to buy _____ (that/those) one.
- _____ (This/These) is the year we'll win the championship!

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** Interrogative pronouns **Date:** _____

Objective(s):

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

- Recognize and use pronouns as interrogative.

Resource Material:

Chalk/Marker, White/Blackboard, Stationery items, Worksheet, Textbook page 76

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Place some books and stationery items of students on your table and ask following questions:

Point to one of the objects placed on your table and ask students:

Whose book is this?

Which is heavier, a book or a pencil?

What is the title of this book?

You went with whom?

Who is the owner of this eraser?

Repeat the process of asking such questions three to four times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to study about 'interrogative pronouns. An interrogative pronoun is used to form a question. There are just five interrogative pronouns: what, which, who, 'whom' and 'whose' each one is used to ask a very specific question or indirect question. "Who" and "whom" refer only to people. Others can be used to refer to objects or people. Tell students to open their books at page 76 of the 'Grammar Section', statement 3. Read the usage of 'interrogative pronoun' in this statement aloud. Repeat the reading of this usage three times with random students.

Activity

Provide the worksheet to students for further practice of the interrogative pronouns.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to use interrogative pronoun in their own 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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read the following sentences carefully. Choose the correct word (what, which, who, whom, or whose) to complete each sentence. Write your answer in the blank space provided.

1. _____ is your favorite colour?

Answer: _____

2. _____ is the tallest person in your class?

Answer: _____

3. To _____ did you give the gift?

Answer: _____

4. _____ book do you want to read?

Answer: _____

5. _____ bag is this?

Answer: _____

6. _____ is that teacher standing next to Ms Saminah?

Answer: _____

7. _____ car is parked outside?

Answer: _____

8. _____ is the capital city of France?

Answer: _____

9. _____ do you want for dinner?

Answer: _____

10. _____ team do you support?

Answer: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** conjunctions for sequence **Date:** _____

Objective(s):

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

- Explain functions of different conjunctions/transitional devices used for sequence (e.g., then, while, before).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 76

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Call a student from the class randomly to front of the class and ask them tell their daily routine. For example: "I get up early in the morning. Then I make wudu for morning prayers. After the prayer my mother makes breakfast. Meanwhile, I iron my uniform. Afterwards, I take breakfast with my family. Next, I polish my shoe and get ready to leave for school. "Call another student to talk about his daily routine following the same pattern. Repeat the process four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study conjunctions of sequences. There are some conjunctions or transitional devices that can be used to show the sequence and order of events or ideas. These are especially useful at the beginning of paragraphs, but can be just as important at the beginning of other sentences to show the relationship between ideas.

Activity

Ask students to open their books at page 76 of the "Grammar Section", statement 5. Ask student randomly to reading the examples of transitional devices of sequence. Later, ask students read the statement 6 of the grammar section to notice the use of transitional devices for sequences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide them given worksheet for further practice.

Homework: (2 mins)

For further practice, provide the given worksheet to students.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Write a paragraph using the following transitional devices that show sequence:

First, _____

_____ Then, _____

_____ Next, _____

_____ After that, _____

Finally, _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 7

Unit Name: First Aid for Everyone, Everywhere **Topic:** simple and compound sentence **Date:** _____

Objective(s):

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

- Classify and use sentences with simple and compound structures.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 78

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write the following questions on the board and ask students randomly to read them:

- The cat chased the mouse.
- Jameel likes to read books.
- The sun shines brightly.

Now, write three more sentences as given below:

- She ate two bowls of noodles, yet she feels hungry.
- He was hiding his mistake, but his mother noticed it.

Ask students randomly to read both group of sentences. Repeat the process three to four times.

Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to read simple and compound sentences. A simple sentence is an independent clause formed with a subject and predicate, and it has no other clause whereas compound sentence is a little longer than simple sentence. Ask them to open their book at page 78 of "Grammar Section", statement 8. Ask the read the statement aloud and note the difference between simple and compound sentences. Repeat the reading three times. Then, ask students randomly to select the simple or compound sentences in the statement 9.

Activity

Provide the given worksheet for further practice.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the difference between simple and compound 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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Write “S” for simple sentences and “C” for compound sentences.

_____ 1. Clocks go forward in the spring.

_____ 2. They left early, so they arrived first.

_____ 3. Danish practices the calligraphy every day.

_____ 4. They did not brush their teeth, nor did they comb their hair.

_____ 5. This building has several elevators and stairwells.

_____ 6. We took the city bus, but it was crowded.

_____ 7. The grocery store is open.

_____ 8. I did not eat any cookies, yet there are none left.

_____ 9. The poem is long.

_____ 10. He finished his book.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 8

Unit Name: First Aid for Everyone, Everywhere **Topic:** Usage of Present Perfect Tense **Date:**

Objective(s):

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

- Recognize and use the forms and functions of present perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Sticky notes, Worksheet, Textbook page 78

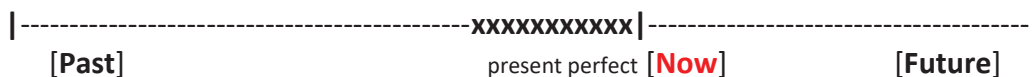
Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Create a timeline on the board demarcating the past, present and future on it.



Write few sentences on the sticky notes such as

Please now ask students randomly to stick the sentences written on the sticky notes on the timeline created on the board.

- Ahmad has just read '*one thousand night and a night*'.
- Jawwad has run a marathon once.
- Samia has never watch a professional boxing before.
- I have visited my grandparents.

Guide them to stick it in the past time just next to the present time as shown in the timeline. Repeat this process three to four times. Appreciate them all for their active participation in classroom activity.

Main Activities/Concept Building:

(27 mins)

Tell students that they are going to study present perfect tense today. Explain them that the present perfect tense is used to talk about actions or situation completed in the past near to the present time. Tell the action started somewhere in the past time and ended just before the present time. However, its effect can be seen in the present time. For example: The baby has stopped weeping. It means she has stopped weeping but still tears flowing on her cheek. She is still sighing. Though she is no more weeping. Sometimes, an event starts in the past and continues to present. For instance, 'Dawood has had a cat for years. It means Dawood kept cat in past and still he is keeping it in present time.

Ask students to open their books at page 78 in the Grammar Section. Ask them randomly to read statement 10 and focus on present perfect tense sentence structure of affirmative, negative and interrogative. Ask the to read the statement allowed. After that ask them randomly to read aloud the 'statement 11' on the same page.

Activity

For further practice, please provide the students given worksheet.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask student to write five sentences of your own using the present perfect tense.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks to complete the sentences in the present perfect tense.

Change the form of the verb given in the parenthesis.

- Muhammad _____ biology since high school. (study)
- Safiyyah _____ novels after school. (read)
- My grandmother _____ ten hours already. (sleep)
- The dogs _____ in the playground before. (play)
- Dawood _____ a sheep for years. (have)
- Her parents _____ Italian food before. (eat)
- Someone _____ my bicycle. (take)
- I never _____ this place. (visit)
- Foziyah _____ her leg. (break)
- They _____ safely. (reach)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** Present Perfect Tense **Date:** _____

Objective(s):

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

- Recognize and use the forms and functions of present perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 79

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 'present perfect tense' and write few sentences with blanks on the board for instance:

- They _____ (finish) their project.
- She _____ (not eat) sushi before.
- We _____ (play) soccer for two hours.
- He _____ (buy) a new bicycle yesterday.

Call students randomly to come to the board. Ask them to read the sentence correctly. Tell them to fill in the blanks with the correct form of the verb in the present perfect tense. Repeat this process three to four times. Appreciate them all for their active participation in classroom activity.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to further practice the present perfect tense. Ask them to open their books at page 79. Tell them at random to read 'statement 12' from the 'Grammar Section'.

Activity

Tell students that they are going to play a game called "*Find somebody who...*". To play this game, print present perfect tense activity worksheet given below. Give one print of worksheet to a randomly selected student who will walk around the class and read the incomplete sentence from the worksheet. He will point to a student randomly to complete the sentence. He will ask who is the subject of this action verb in present perfect tense worksheet. The student will answer orally.

Example:

Student 1: Who has been to another country?

Student 2: Jameel has been to another country. [write the answer in 'Answer1' column.]

Student 1: Where has he been to?

Student 2: He has been to Australia. [write the answer the in 'Answer2' column]

In this way the game goes on. This is a great speaking activity to practice the present perfect tense as it encourages learners to speak using present perfect questions, affirmative answers, and negative answers. Each student will ask one question from the worksheet. Now ask another student randomly to walk around the class and point to a student pose him a next question of the game. After student answers, select another student until the worksheet is completely filled.

Sum Up: (3 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask student to revise the sentence structure of present perfect tense.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Ask your classmates present perfect questions and complete the table.

Find somebody who...	Answer1	More Info	Answer2
...has eaten breakfast.		What he has eaten?	
...has drank something today.		What he has drank?	
...has met someone famous.		Who has he met with?	
...has won a competition before.		What competition has he won?	
...climbed a mountain.		What mountain has he climbed?	
...been on a ship.		Which ship has he been on?	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: First Aid for Everyone, Everywhere **Topic:** Punctuation Marks **Date:** _____

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using: capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.
- Recognise and rectify faulty punctuation in a given text and own work.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 79

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 given short paragraph on the board which has punctuation marks missing. The missing punctuation marks are capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.

"Yesterday (), I went to the park with my friend, raheem. it was a beautiful day__ we played frisbee and had a picnic__ raheem_s dog, Moti, joined us too. It is such a cute and energetic pupy__ we enjoyed sandwiches__ fruit__ and cookies__afterward__ we took a long walk by the lake__ what a fun and memorable day it was__"

Ask one by one students randomly to come to the board and puncture each sentence. If he commits mistake ask second student to rectify the mistakes committed by the earlier students. In this way, punctuate the whole paragraph with the help of students.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn how to punctuate the sentences and a short paragraph correctly. Ask students to open their book at page 79. Tell them at random to read statement 13 from the "Punctuations" section. Ask them to read the given paragraph in the book and rewrite it by adding correct punctuation changing small letters into capital letters where necessary. Add a full stop at the end of each sentence. Ask various students randomly to punctuate each sentence of this paragraph.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Ask students to read each sentence in the given worksheet and punctuate them.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and put correct punctuation marks in the correct places in each sentence. Use punctuation marks (capital letter, full stop, comma, question mark, exclamation mark) wherever necessary:

1. we traveled to jaipur by bus

2. i had stuffed paratha curd and salad in lunch

3. look the thief is running

4. mr ghapoor's family is warm friendly and nice

5. my god it smells so bad

6. i fareeha and sajdah are good friends

7. are you ready for your test

8. they left for london yesterday

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** informal letter layout **Date:** _____

Objective(s):

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

- Follow conventions of informal letters concerning layout, salutations etc.
- Use of appropriate vocabulary, style and tone in informal letters.
- Proofread and edit texts for errors of
 - sentence structure.
 - subject/verb agreement.
 - noun/pronoun agreement.
 - connectives.
 - punctuation and spelling.

Resource Material:

Chalk/Marker, White/Blackboard, A printed informal letter, Worksheet, Textbook page 79

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 having a class discussion about letter writing. Ask students if they have ever received or written letters before. Prompt them to share their experiences and discuss what they know about letters. Provide students with a printed informal letter. Ask students randomly read aloud the letter on their term with correct pronunciation and intonation.

Main Activities/Concept Building: (27 mins)

Tell students that they are going to learn about the layout of an informal letter. Ask them open their books at page 79, "Guided Writing" section. Tell them to read the statement 1 aloud. Focus on the parts of an informal letter in the statement: address, date, salutation, body, closing and signature. Then read the step to write this letter. The steps to write and informal letter are: Planning, Drafting, Proofreading and language features. Ask students randomly to read these steps aloud. Afterwards, read the sample informal letter given in the statement 2 at page 80. Repeat the reading of this letter three to four times.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them few steps of the informal letter.

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)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** informal letter **Date:** _____

Objective(s):

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

- Read an informal letter as per given instruction and according to the given format.
- Write informal letters to people in extended social and academic environments for various purposes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Tell students to recall the layout of an informal letter. Ask students randomly about different parts of an informal letter. Ask them how to write the address of sender, date and salutation. Call students randomly to in front of the class and ask them to write address, date and salutation of an informal letter on the board. Ask other students randomly to write remaining parts of the letter on the board. In this way complete the layout of the informal letter.

Main Activities/Concept Building: (27 mins)

Tell students that today we are going to read an informal letter. Ask students to open their books at page 80 of the 'Guided Writing' section. Ask students at random to read the informal letter given in the statement 2 of this section noticing the parts of an informal letter. Repeat the process three time with randomly selected students.

Activity:

Write students to write an informal letter to their cousin about the importance of road safety. Ask them complete the letter with the help of the given worksheet keeping in mind the different parts of an informal letter.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your student by asking the different parts of an informal letter and their 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)	English	6		40 min

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

Unit Name: First Aid for Everyone, Everywhere **Topic:** informal letter **Date:** _____

Objective(s):

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

- Write the address on the envelope clearly and in a proper format.
- Fill in, correctly and legibly, simple forms requiring personal information (Form of library membership, school ID card form, etc.)

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, Textbook page 81

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 on board this question: what are some optional elements that can be included in an informal letter layout? Ask some students randomly to come to the board and write different parts of an informal letter layout. Repeat this process two to three time with other students randomly to provide opportunity to maximum students. Make sure everyone should have clear picture of an informal letter in their mind.

Main Activities/Concept Building: (27 mins)

Tell students that today we are going to fold the informal letter written in previous lesson in an envelope and write the recipient's address on it. Tell them there are three basic information to be written on the envelope: recipient's name, address (including street, city and province) and postal code of the area. Tell them, however, at the back of the envelope one can write sender's address at the back of the envelope or left-hand corner of the envelope. To see the specimen, please open your books at page 81, statement 4 of the "Guided Writing Section".

Activity 1:

Divide the class into three to four groups. Provide the given worksheet to students to write the address of recipient on the envelope. Guide them they need any assistance. Encourage them for their endeavours.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What essential parts of recipient's address while writing it on an envelope?

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Write the address on the envelope clearly and in a proper format.

PAKISTAN POST

خدمت، دیانت، امانت



POSTCODE

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 6

Unit Name: First Aid for Everyone, Everywhere **Topic:** Creative Writing **Date:** _____

Objective(s):

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

- Creative Writing
- Write an informal letter and share your stories with friends/families.

Resource Material:

Chalk/Marker, White/Blackboard, Charts or loose sheets, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Make three to four groups of the students. Tell students that today they are going to discuss about 'my favourite trip'. Write following questions on board.

1. Where did you go on your favourite trip and why did you choose that place?
2. What was the best part of your trip? Why was it special?
3. How did you get there? Did anything exciting happen on the way?
4. Did you try any new things or eat any delicious food during your trip?
5. Did you meet any interesting people on your trip? What did you do together?

Ask each group to find answers of these questions. At the end of the discussion, invite each group leader to summarise the discussion.

Main Activities/Concept Building:

(27 mins)

Tell students student that today they are going to write an informal letter to base on the above discussion. Form the same groups again and instruct the group leader to write an informal letter to your friend and share your trip stories with her/him. Tell them to follow conventions of informal letters concerning layout, salutations etc. Use appropriate vocabulary, style and tone in informal letters Provide each group charts or loose sheet to write the letter. Monitor each group's activity. Guide them if they need your assistance.

Once they have finished their letters. Ask each group leader to come in front of the class and read the letter aloud to the class. Appreciate them for their efforts. As a reward paste these letters on the bullion board of school for a week.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students randomly to express about steps of informal writing orally.

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)	English	6		40 min

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

Unit Name: Never Judge Others by their Appearance **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 57

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Make pairs of students. Ask students to how to empathise with disable people. Ask each pair to read the unit. Never Judge Others by their Appearance'. and notice the elements of story. Ask them to locate the character, setting and plot of the story of Zarka while reading the unit. Appreciate them for their active participation in the activity.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to revise and review some concepts and usages. Ask students to open their textbooks at page 57. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Ask students to read the questions given in "Reading Comprehension section aloud.

Recall the parts of plots: beginning, middle and end. Ask student to locate the plot of the story of Zarka and mention the beginning, middle and end of her story. Note their responses. Recall the usage of homophones. Ask them use 'sail /sale in their sentences.

Recall usage of 'adjectives. Ask students to use adjectives in their sentences. Make four to five groups of students. Assign each group to use different types of adjectives in their sentences. Appreciate them for their active participation. Recall the usage of 'conjunction' and its type. Ask students randomly to use "or, but, and, so" in their sentences orally. Ask them tell at random few conjunctions for addition. Recall the difference between "phrases and clauses". Write two some phrases and clauses on the board and ask student to differentiate among them. Ask them at random to recall the usage of 'past continuous tense'. Ask them make affirmative, negative and interrogatives sentences of each.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students about the usage of 'hyphen' as one of punctuation marks in English.

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)	English	6		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 8**

Unit Name: First Aid for Everyone, Everywhere **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 71-76

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Make pairs of students. Ask students to discuss the First Aid for Cuts and Injuries with each other. Ask each pair to read the unit 'First Aid for Everyone, everywhere' and notice poster 2 at page 71. Ask them to focus on 6 steps for first aid of cuts and injuries. Appreciate them for their active participation in the activity.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to revise and review some grammar usages. Ask students to open their textbooks at page 74. Ask student to read the homographs their meanings and their use from the statement 1. Ask them to discuss the use of homograph with their classmates. Later, ask them to recall the usage of 'demonstrative pronoun'. Ask students at random to tell what a demonstrative pronoun is. Ask some students at random to write few demonstrative pronouns on board and use them in sentences of their own.

Similarly, recall the usage of interrogative pronoun. Ask them to read the definition of interrogative pronoun from the book at page 76. Tell them to read statement 3 and notice the usage of each interrogative pronoun. Ask student to share some example of interrogative pronouns. Help them write few sentences on board as well to demonstrate the correct usage of interrogative pronoun.

Recall the usage of 'conjunction for sequence'. by sharing few examples on board. Recall the usage of present perfect tense with students. Write the sentence structure of present perfect tense on board and ask students to share some sentences using present perfect tense. Recall the concept of simple and compound sentence. Ask them to tell what is the difference between them. Appreciate all students for their active participation in class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to write parts of an informal letter.

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)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Reading **Date:** _____

Objective(s):

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

- Develop conversation for clarity and effect to engage a listener. (Let's Get Started)
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Narratives.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 83

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Ask students to sit in a circle. Write following warm up questions on the board:

- What do you mean by social evil?
- How many social evils can you name?
- In what way are we becoming the part of social evils?

Now ask students the above question one by one. Appreciate their participation in this discussion. Tell them that social evil means a harmful or destructive aspect of society that negatively impacts individuals, communities. Assist them in naming few social evils such as poverty, discrimination, corruption, violence, child labor etc.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study about corruption. Ask the students to open their books at page 83. Tell them to see the picture of two officials at page 83. Ask students randomly to explain what is happening there? Why the man on the right side giving the other person money under the table? What is this act called? Encourage them to participation in this discussion. Add to their responses that this act is called bribery. Tell that that bribery is when someone tries to make another person do something by giving them money, gifts, or special favours. Now, ask open their books at page 84. Ask them to read the unit with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. Repeat the reading three to four times, so that every child obtains an opportunity to read the lesson with correct pronunciation and intonation. Ask different questions from students to understand the theme of the lessons. You may use following questions:

1. Where did Qasim live?
2. What did Qāsim's parents work hard to provide for him?
3. What did Qasim study in university?
4. Did Qasim face any difficulties in finding a job after graduating?
5. What were some of the suggestions given to Qasim for securing a job?
6. Did Qasim agree with those suggestions? Why or why not?
7. What did Qasim believe was the right way to achieve success?
8. Can you think of a word that describes Qasim's attitude towards bribery and corruption?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

9. Who is the main character of the story?
10. Why do you think it is important to achieve success through hard work and merit?

Homework: (2 mins)

Provide the worksheet to students for home reading.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read this short story on “bribery” and answer the following questions.

Once upon a time, there was a small town where people lived happily and worked hard. In this town, there was a young boy named Ali. Ali was a bright student who loved learning new things. He dreamt of becoming a teacher one day to help others learn and grow. As Ali grew older, he realized that sometimes people used unfair ways to get what they wanted, like bribery.

One day, Ali witnessed an incident where someone tried to bribe a teacher to get a higher grade. Ali was shocked and felt that it was wrong. He believed that success should come from hard work and doing your best. Ali knew that bribing someone meant using money or gifts to make them do something they shouldn't. He decided that he would always stay away from such practices and focus on working hard to achieve his goals. Ali's determination and honesty would lead him on a path where he would shine brightly, showing others the importance of integrity and fair play.

In this story, Ali teaches us that bribery is not the right way to achieve success. It is important to be honest, work hard, and believe in ourselves. Remember, true success comes from our own efforts and doing the right thing, just like Ali, who chose the path of honesty and integrity.

Answer the following questions.

1. Who is the main character of the story?
2. What did Ali dream of becoming when he grew up?
3. How did Ali feel when he witnessed someone trying to bribe a teacher?
4. What does it mean to bribe someone?
5. Why did Ali decide to stay away from bribery and focus on working hard?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Reading Comprehension **Date:** _____

Objective(s):

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

- Read the text of the lesson. (Next two paragraphs).
- Skim the text to extract the main idea and relevant information from a text/paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 84

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 4-5 groups of students. Write few questions of discussion on the board.

1. What is bribery?
2. Is bribery considered a good or bad thing? Why?
3. Can you think of an example of bribery that you have heard or seen?
4. How does bribery affect fairness and justice?
5. How can we prevent bribery from happening?

Ask each group to find answers to these questions. Help and guide them to have a fruitful discussion on the topic. Appreciate them all for their active participation in group activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the next two paragraphs of the unit 7. Ask them open the book at page 84. Ask them to read the unit with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. Repeat the reading three to four times, so that every child obtains an opportunity to read the lesson with correct pronunciation and intonation. After reading, ask students following oral questions at random:

1. What did Qasim do during this difficult time?
2. Did Qasim have success in finding a job?
3. How did Qasim's parents feel about his future?

Activity: Tell student they are going to talk about skimming text. What is skimming text? Skimming is a reading strategy that involves quickly glancing over a passage or a piece of text to get a general idea of its content. Tell them that when skimming, readers focus on headings, subheadings, keywords, and the first and last sentences of paragraphs. The goal is to get an overview of the main ideas and the structure of the text without reading every word or sentence in detail. Skimming is useful for quickly determining whether a text is relevant or interesting, previewing information before a detailed read, or locating specific information within a larger text.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Assessment: (5 mins)

1. What idea did Qasim have while walking through the streets one day?
2. What was Qasim determined to achieve with his business?

Homework: (2 mins)

Provide the following worksheet to students to apply skimming technique.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read the story below and answer the questions by using the skim and scan technique.

"Ali's Determination"

Once upon a time, there was a small town where people lived happily and worked hard. In this town, there was a young boy named Ali. Ali was a bright student who loved learning new things. He dreamt of becoming a teacher one day to help others learn and grow. As Ali grew older, he realized that sometimes people used unfair ways to get what they wanted, like bribery.

One day, Ali witnessed an incident where someone tried to bribe a teacher to get a higher grade. Ali was shocked and felt that it was wrong. He believed that success should come from hard work and doing your best. Ali knew that bribing someone meant using money or gifts to make them do something they shouldn't. He decided that he would always stay away from such practices and focus on working hard to achieve his goals. Ali's determination and honesty would lead him on a path where he would shine brightly, showing others the importance of integrity and fair play.

Questions:

1. What was the name of the young boy in the story?
2. What did Ali dream of becoming?
3. What did Ali witness one day?
4. How did Ali feel about the incident he witnessed?
5. According to Ali, where should success come from?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Unit Name: Say 'No' to Corruption **Topic:** Reading Comprehension **Date:** _____

Objective(s):

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

- Read the text of the lesson. (Remaining paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 84

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Recall the unit '*Say 'No' to Corruption*' with students. Make pairs of students. Ask each pair to discuss what they have learnt from the unit. Encourage them to deduce the message of the unit '*Say 'No' to Corruption*' with their fellow students by taking turns. Ask students at random to tell what they know about corruption and its types. Note their responses. Make sure to involve all students in the conversation.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to read the next two paragraphs of the unit '*Say 'No' to Corruption*'. Ask them open the book at page 84. Ask them to read the unit with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. Repeat the reading two to three times, so that every child obtains an opportunity to read the lesson with correct pronunciation and intonation. After reading, ask students following

1. What did Qasim discover when researching different business ideas?
2. What were some of the things Qasim researched for his business plan?
3. How did Qasim use his savings to invest in his business?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How did Qasim contribute to the community as his business grew?
2. What made Qasim well-respected in the society?
3. What was Qasim's attitude towards corrupt practices?

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)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Vocabulary **Date:** _____

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements of words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 85

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 85. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity:

Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random the meaning of any word you have written on the board.

Homework: (2 mins)

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)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Question Answer **Date:** _____

Objective(s):

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

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 86

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Recall the unit 'Say 'No' to Corruption' with students. Make pairs of students. Ask each pair to share what they have learnt from the unit. Encourage them to share the message of the unit 'Say 'No' to Corruption' with their fellow students by taking turns. Ask students at random to tell what do they like the most about this unit. Ask them to share the reason of their likeness as well. Make sure to involve all students in the conversation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions.

Activity 1: Ask students to open their textbooks at page 86. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' 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. Appreciate the students who finish their work first to aggrandise their confidence.

Activity 2: Repeat the process for 'Reading for Understanding' and 'Reading for Inference' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

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

Homework: (2 mins)

Write answers of statement (ii) 'Comprehension' section in notebook in neat hand writing.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Question and Answer **Date:** _____

Objective(s):

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

- Understand and answer the given questions.
- Respond to a text with, e.g., reasons, simple judgement, personal interpretation.
- **Read, think and Do it!**

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 86

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask students at random to tell what have learnt from the unit 'Say 'No' to Corruption'. Encourage them to tell the message of the unit with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (25 mins)

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

Activity 1: Ask students to open their textbooks at page 86. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Analysis' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own. Correct them if they give wrong answers. Write the correct answers on the board. Help them while they are writing the answers.

Activity 2: Tell students how to analyse the text applying reason, simple judgement and personal interpretation. There simple steps to do it. Tell them that for responding the text with reasoning, you should think about the logical reasons or evidence provided in the text to support a particular statement or claim. Remind students to provide clear and concise reasons to support their answers. Recall the unit and Have students express their opinions or personal judgments about the text. Encourage them to think about whether they agree or disagree with the main idea or statement presented. Similarly, for personal interpretation, encourage students to think about how the text relates to their own experiences, feelings, or thoughts. Ask open-ended questions that encourage students to reflect on the text and draw connections to their own lives.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the given worksheet to students for responding to a text.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Analyse a text and respond using reasons, simple judgment, and personal interpretation. Provide extra sheet for answers or they may write the responses in their notebooks.

"The school cafeteria should serve healthier food options for students. Currently, the menu mostly consists of fast food and sugary snacks. This can negatively impact students' health and overall well-being. By offering nutritious meals and snacks, we can promote healthier eating habits among students and contribute to their academic success."

Question 1:

According to the text, why should the school cafeteria serve healthier food options?

Reasons: _____

Question 2:

What is the simple judgment presented in the text?

Simple

Judgment: _____

Question 3:

What is your personal interpretation of the text's main idea?

Personal Interpretation: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 7

Unit Name: Say 'No' to Corruption

Topic: Question and Answer

Date:

Objective(s):

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

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: follow rules for discussions, set specific goals and deadlines, and define individual roles as needed. **Talk On...**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask students at random to tell what they know about corruption and its types. Note their responses. Appreciate them to participate in the discussion. Encourage them and guide them if they have difficulty in expressing their views on the topic.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read a dialogue about enjoyment and understanding. Ask students to open their textbooks at page 90. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand corruption, its effects on society and the importance of addressing and eliminating it. Tell students that corruption is a serious problem that affects society and goes against the teachings of their religion. The dialogue emphasizes the importance of taking action to eliminate corruption, whether it is by speaking out against it, raising awareness, or seeking guidance from teachers and elders. The dialog encourages students to be aware of societal issues, follow moral teachings, and contribute towards building a better and more honest society. Make pairs of students and ask them to practise the given dialogue.

Activity: Write the topic "Role of Students in Fighting Corruption" on board. Ask students at random to tell what they understand by this quote. Note their responses. Tell students that that corruption is a problem that affects society. We can uproot the corruption from the society by nurturing the honesty and integrity in daily life. Explain to them that being honest helps prevent corruption at an individual level.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Why is honesty and integrity important in fighting corruption?

Homework:

(2 mins)

Practice the given dialogue at home with parents/siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 8

Unit Name: Say 'No' to Corruption

Topic: Grammar

Date: _____

Objective(s):

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

- Differentiate between homophones (whether/weather, seen/scene, herd/heard, hare/hair), they're/there/ their).
- Find and Learn

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards, Worksheet, Textbook page 87

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 be attentive and look at the pair of flashcards that you are holding in your hands. Show them the first card written on it "seen" and ask students randomly to read it aloud. Then, show them the other flashcard written on it "scene". Guess them read it correctly. Correct the students if they pronounce it wrongly.

Main Activities/Concept Building:

(27 mins)

Tell them that they are going to revise homophones today.

Activity 1:

There are pair of homophones in this section as: sale/sail, cell/sell, aloud/allowed, whether/weather and sea/ see. Ask students to fill in the blanks with the correct homophone in the given worksheet.

Activity 2:

Divide the students into groups. Provide each dictionary to each group. Ask them to open textbook page 87 and get them to the section "Find and learn". Ask them to find the meanings of the words given in "Find and learn" section from the dictionary. The group which finds the correct meaning in less time be a winner. Note their answers and appraise the winning team with clapping.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Make sentences using words given in the "Find and learn" section.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the correct homophone from the word bank. Make sure to choose the homophone that best fits the context of each sentence.

Word Bank:

sale/sail

cell/sell

aloud/allowed

whether/weather

sea/see

1. The wind was strong, and the boat began to _____ towards the horizon.
2. My mom went to the _____ at the mall to buy a new dress.
3. Please keep your voice _____ during the movie.
4. Are we _____ to go out and play after finishing our homework?
5. I can't decide _____ to take an umbrella with me today.
6. The _____ was warm and sunny, perfect for a day at the beach.
7. The fisherman cast his net into the _____ to catch some fresh fish.
8. The store owner wants to _____ his old items to make room for new products.
9. We use our _____ phones to make calls and send text messages.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Vocabulary **Date:** _____

Objective(s):

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

- Recognise and identify simple binomial pairs (neat and tidy/far and wide).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 87

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 sentences on the board such as:

Take one sentence, ask one student at random to read it.

1. The city streets were busy with hustle and bustle in the morning rush.
2. If you practice, sooner or later, you'll become a skilled piano swimmer.
3. The news spread far and wide.

Ask students at random what does it mean by 'hustle and bustle? Are they synonyms? Take second sentence and ask the questions in the same pattern. Encourage to express their views on these pair of words. Repeat the questions and engage other students in this discussion until all get chance for participation.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to study about binomial pairs. Inform them that an expression consisting of two words joined by a conjunction is called a binomial pair. (and, or). Ask students to open their books at page 87 of the 'Vocabulary Section', the statement 1. Ask the at random to read the statement 1. In the same way ask them randomly to read the given sentences and notice the use of binomial pairs in the statement 2. Repeat the reading of these statements with other students until all of them get the opportunity to participate.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide the given worksheet to students for further practice of binomial pairs.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Choose the correct binomial pair that completes each sentence.

1. The city streets were filled with _____ as people rushed to work in the morning.

- a) hurry and scurry b) hustle and bustle c) peace and quiet

2. If you keep practicing, _____, you will become a skilled cricket player.

- a) now or never b) sooner or later c) up and down

3. The news of the upcoming football match spread _____, attracting football lovers from all over the city.

- a) here and there b) far and wide c) big and small

4. The library is always filled with _____ as people quietly read or study.

- a) hustle and bustle b) loud and noisy c) quiet and calm

5. The journey to the beach usually takes about an hour, _____ a few minutes depending on traffic.

- a) give or take b) stop and go c) left and right

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Vocabulary **Date:** _____

Objective(s):

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

- Recognise and use simple binomial pairs (neat and tidy/far and wide).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 87

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 recall the usage of 'binomial pairs' as they have studied in the previous unit. Ask them randomly to write three binomial pairs on the board. Repeat writing on the board three to four times randomly with students. Try to provide opportunity to maximum students in order they become confident in using it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study about binomial pairs. Inform them that an expression consisting of two words joined by a conjunction is called a binomial pair. (and, or). Ask students to open their books at page 88 of the 'Vocabulary Section', the statement 3. Ask the at random to read the statement 3. In the same way ask them randomly to read statement 4 and find out the meanings of binomial pairs in the dictionary and use them in your own sentences. Repeat the reading of these statements with other students until all of them get the opportunity to participate. Guide and help them in making sentences. Encourage them for correct use of binomial pairs.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to read the statement 2 and identify binomial pairs in written sentences.

Homework: (2 mins)

Provide worksheet for further practice of binomial pair.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Find the binomial pairs in given passage.

In the heart of the city, the streets were always filled with hustle and bustle.

People hurriedly walked by, carrying briefcases and bags, as cars zoomed past. Sooner or later, everyone in the city would get caught up in the rush, the fast-paced rhythm of urban life. The news of the grand opening of a new amusement park spread far and wide. Families from the nearby towns and even from distant places traveled to experience the thrills and excitement.

The journey to the park usually took about an hour, give or take a few minutes depending on the traffic. But it was worth it! The screams of joy echoed far and wide as children and adults alike enjoyed the rides and attractions. Sooner or later, though, the day came to an end, and families returned home with unforgettable memories.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Degrees of Adjective **Date:** _____

Objective(s):

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

- Change and use degrees of adjectives: positive, comparative, superlative.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards, Worksheet, Textbook page 89

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 set of adjective flashcards with different degrees (e.g., tall, taller, tallest; short, shorter, shortest; happy, happier, happiest; clever, cleverer, cleverest; good, better, best). Divide the class into small groups and give each group a stack of adjective flashcards. Ask them to sort the cards into three categories: positive (base form), comparative, and superlative. Students can work together to discuss and determine the correct category for each adjective. Guide and help them in sorting the adjectives with correct degree. Encourage students for correct sorting of them.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to study about degrees of adjectives. As you know the Adjectives are words that modify a noun or a pronoun. Adjectives have three different degrees which compare two or more people, things, actions, or qualities. The three degrees of adjectives are: positive degree, comparative degree, superlative degree.

Activity: Ask students to open their books at page 89 of 'Grammar Section', statement 1. Ask them randomly to read the given examples of degrees of adjectives aloud noticing the different degrees of it. Tell them the positive degree of an adjective makes no comparison. Ask them now read the given sentences with the positive degree of adjective in the statement 2. Tell students that the comparative degree compares two people, things, activities, or qualities. Ask them randomly to read the given sentences with the comparative degree of adjectives in the statement 3. Tell them the superlative degree of an adjective is used to compare three or more things or people and indicates the highest or most extreme degree of the quality described by the adjective. Ask them at random to read the given sentences with the superlative degree of adjectives in the statement 4. Read and explain the rules for making degrees of adjectives from regular adjectives.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the given worksheet to students to practice comparative degree of adjectives.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the comparative degree of given adjectives:

(1) Giraffes are _____ than horses. (tall)

(2) Raheem is _____ than Rajab. (strong)

(3) He runs _____ than his friend. (fast)

(4) Elephants are _____ than lions. (heavy)

(5) Sheep are _____ than goats. (fat)

(6) Sarah is _____ than Javed at math. (smart)

(7) This book is _____ than the one I read last week. (interesting)

(8) Today is _____ than yesterday. (hot)

(9) The new laptop is _____ than the old one. (expensive)

(10) Elephants are _____ than rabbits. (big)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Degrees of Irregular Adjective **Date:** _____

Objective(s):

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

- Change and use degrees of regular and irregular adjectives.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 91

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 topic of degrees of adjectives that they studied yesterday. Write few adjectives on the board and ask students at randomly to form comparative and superlative degrees of these adjectives. For example, ask them what is the comparative and superlative degrees of 'tall, old and short'. Repeat this process with other regular adjectives with students randomly three to four times. Make sure all the students get the opportunity to participate in this practice. Encourage and appreciate them for correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study the rules of making comparative and superlative degrees of adjectives from irregular adjectives. Tell students that we use different degrees of adjectives for different purposes. Adjectives can be one syllable or multisyllabic. They can be regular and irregular when we make their comparative and superlative degrees. Ask them to open their books at page 91 of 'Grammar Section' of statement 4. Ask students at random to fill in the blanks with the correct degree of adjective given in the statement 5.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the worksheet to students for further practice of irregular adjectives and their degrees.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with correct degree of irregular adjectives:

1. This computer is ____ than the last one we saw.

- a. More b. bad c. worse d. worst

2. She is a _____ worker than Lailah.

- a. better b. best c. nicest

3. She is _____ than him.

- a. Busy busier d. busiest

4. This book is _____ useful than the one we had before.

- a. More b. less c. most

5. This is the _____ movie I have ever seen!

- a. Bad b. worst c. better

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Transitional device for reason **Date:** _____

Objective(s):

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

- Explain functions of different conjunctions/transitional devices used for reason.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 92

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Write the following sentences on the board and underline the words: because, since, due to, therefore and consequently.

1. I couldn't go to the party because I was feeling unwell.
2. Since it was raining heavily, we decided to stay indoors.
3. The match was cancelled due to bad weather conditions.
4. The store was closed, therefore we had to go to another shop.
5. He forgot to set his alarm clock, consequently, he overslept.

Ask students randomly to read the sentences with correct pronunciation and intonation. Tell the them underlined words join two clauses or phrases. They explain the reason or cause of an action. Repeat the process of reading three to four time. Make sure all the students get the chance to read. Help and guide those who have difficulty in proper reading.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study transitional devices for reason. Tell them that conjunctions and transitional devices are words and phrases that connect ideas together. Conjunctions are words that connect two phrases or clauses, whereas transitions are words or phrases that indicate the relationship between two sentences or paragraphs.

Activity: Ask them open their books at page 92 of 'Grammar Section': statement 6. Ask them read the given conjunctions and transitional devices for reason in the statements 6 and 7. Repeat the process of reading statement 6 and 7 four to five times. Make sure all the students get the chance of participation in reading. Encourage them for reading correctly. Guide and help them if they have any difficulty in reading.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students about transitional devices for reasons.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read the passage carefully and underline the transitional devices for reason.

We planned a picnic in the park, but unfortunately, it had to be canceled due to the heavy rain. Since the weather forecast predicted showers all day, we decided it was best to stay indoors. Consequently, we set up a cozy indoor picnic in the living room. Therefore, we spread out a picnic blanket and enjoyed a delicious meal together. As a result of the unexpected change in plans, we had a fun and memorable time bonding indoors. Even though we missed the outdoor experience, we made the most of the situation and had a great time together.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Relative pronouns **Date:** _____

Objective(s):

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

- Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 93

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write the following sentences on the board and underline: who, whom, whose, that which

The girl who is playing the piano is my sister.

The man whom we met yesterday is our new neighbour.

The boy whose pencil was lost found it in his backpack.

The book that I'm reading is very interesting.

The car which is parked outside is mine.

Ask students randomly to read the sentences with correct pronunciation and intonation. Tell the them underlined words join two sentences. Repeat the process of reading three to four time. Make sure all the students get the chance to read. Encourage the students for their interest in reading. Help and guide those who have difficulty in proper reading.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study 'relative pronouns. Tell them that relative pronouns refer to nouns mentioned previously, whether they are people, places, things, animals, or ideas. Ask them open their books at page 93 of 'Grammar Section: Statement 9'. Ask them randomly to read the usage and example of the relative pronouns in the statement 9. After that ask them to read the given sentences and notice the use of relative pronouns in the statement 10. Similarly, ask students to choose the correct relative pronoun to complete these sentences in the statement 11.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students randomly to make a sentence using relative pronoun who, whom and which.

Homework: (2 mins)

Provide the given worksheet to student further practice at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully and choose the correct relative pronoun from the word bank that best completes the sentence.

Word bank: whom, who, which, that, whose

1. The boy _____ is wearing a red hat is my friend.
2. We saw a movie in the theater, _____ was very entertaining.
3. The woman _____ I met at the party is a famous artist.
4. The car _____ is parked in front of our house is blue.
5. The teacher _____ classroom is brightly decorated, is
our class in charge.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 7

Unit Name: Say 'No' to Corruption

Topic: past perfect tense

Date: _____

Objective(s):

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

- Recognise and use the forms and functions of past perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94-95

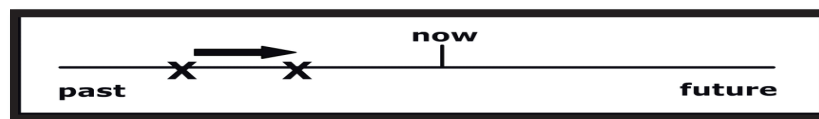
Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Write the following sentence on the board and then draw this timeline.

I had *finished* the report when he *arrived*.



Ask students how many action verbs they find in this sentence. Tell them that there are two action verbs in this sentence. Ask them randomly which action took place before the other. Encourage them if they reply correctly. Tell them that finishing of the report took place before the arrival of the other person. Write two more such sentence and ask the same question to students.

- The science period had already started by the time we reached school.
- They had travelled to many countries before the settled in France.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recognise and use the functions of past perfect tense. Tell them the past perfect tense is used to talk about actions that were completed before some point in the past. The past perfect tense is used to indicate the sequence of events in the past and to show that one action had already been completed before another action took place. For example: "She had already left when I arrived." In this sentence, the action of leaving (past perfect) occurred before the action of arriving (simple past).

Activity: Ask them open the book at page 94 of the 'Grammar Section'. Tell the read the statement 12 to understand the structure of the past perfect tense. Tell them randomly to fill in the blanks with correct form of the verb in the statement 13.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess your students by asking them about the sentence structure and rules of past perfect tense.

Homework:

(2 mins)

Learn the sentence structure of past perfect tense at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 8**

Unit Name: Say 'No' to Corruption **Topic:** past perfect tense **Date:** _____

Objective(s):

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

- Recognise and use the forms and functions of past perfect tense.
- Understand the use of since and for.
- Use aspects of time correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 95

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask student to recall past perfect tense. Ask them randomly to form a sentence using following structure:

Subject + had + past participle form of verb + object.

Repeat this process three to four time. Make sure to give opportunity to majority students to make the sentences in past perfect tense.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to study the use of 'since and for' in the past perfect tense. Tell them that since gives the starting point of actions, events or states. It refers to when things began. Also tell them that we use for when we measure the duration – when we say how long something lasts.

Activity: Ask them open their books at page 95 of 'Grammar Section' of statement 15. Ask them randomly to read the statement and notice the use of 'since and for' in past perfect tense. Then ask students at random to read complete the following sentences using for and since in the statement 16. Repeat the activity with students three to four times. Make sure majority of students get the chance to practice this tense.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide given worksheet for further practice of 'since and for'.

Homework: (2 mins)

Learn the sentence structure of past perfect tense at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the banks with the with the appropriate usage of "since" or "for."

1. She had been studying French _____ (three years) before she moved to Paris.
2. They had known each other _____ (childhood) before they became business partners.
3. He had been living in that city _____ (five months) before he found a job.
4. The team had been practicing _____ (hours) before the competition started.
5. We had been friends _____ (we were in high school) before we lost touch.
6. She had been working on the project _____ (last week) before she submitted it.
7. He had been saving money _____ (a long time) before he bought a new car.
8. They had been dating _____ (a few months) before they decided to get married.
9. I had been waiting at the bus stop _____ (an hour) before the bus finally arrived.
10. The company had been in business _____ (many years) before it expanded internationally.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** Punctuation marks **Date:** _____

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, Exclamation marks, full stops, apostrophes and commas.
- Recognise and rectify faulty punctuation in a given text and own work.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 95

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 following sentences on the board:

- oh no i forgot to bring my lunch
- jameel exclaimed i can't believe we won the game
- last night i watched a thrilling horror film it scared me so much
- my brother's car is parked in front of the house

Ask students randomly to come to the board and correct the sentence if they find any mistake in it. Help them to guess punctuation mistake in the sentences if they could not find any mistake in it. Encourage and appreciate them for their participation in this activity. Repeat this activity with students two to three time. Make sure most of the students get the chance to participate in it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to practice how to punctuate a sentence. Punctuation marks are used to separate and organize words, phrases, and sentences within a written text. They help readers understand the intended meaning, tone, and structure of a sentence or paragraph. There are difference punctuation marks used in English language such as capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.

Activity: Ask students to open their books at page 95 of "Punctuation" section. Ask them randomly to read the given paragraph and rewrite it by adding correct punctuation, changing small letters into capital letters where necessary. Add a full stop at the end of each sentence. Make sure all the students get the chance to practice how to punctuate a sentence. Appreciate them for their participation in this activity. Guide them if they have difficulty in tracking the punctuation marks.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the given worksheet for further practice.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Punctuate the following sentences. For your guidance, punctuation mark is indicated in parentheses.

1. I went to the store (put Full stop)
2. She bought apples oranges and bananas. (insert comma)
3. What is your name (put question mark)
4. What a beautiful sunset (put exclamation mark)
5. She said, I love reading. (insert quotation marks)
6. This is Javaid car. (insert apostrophe)
7. There are three things I love books, music, and movies. (colon)
8. The event which was held last week was a success. (parentheses)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Say 'No' to Corruption **Topic:** formal letter/email **Date:** _____

Objective(s):

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

- Recognise, read and understand a formal letter/email (application, complaint).
- Write the final draft after complete editing and proofreading.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 96

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 recall informal letter layout. Ask students randomly to sketch a layout on the board. Correct them if they commit mistake. Encourage them guide them if they need any assistance. Repeat this activity two to three time in order most of the students get chance to participate in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to draft a formal letter. Since they have already letter to draft an informal letter now, they are going to study the layout of the formal letter. Formal letters follow a certain pattern and format. They are strictly kept professional in nature, and directly address the issues concerned. Any type of business letter or letter to authorities are formal letters.

Activity: Ask them open their books at page 96, "Guided Writing" section. Tell them to read the statement 1 aloud. Focus on the parts of a formal letter in the statement: sender's address, recipient address, date, subject, salutation, body, closing and signature. Note the difference between informal and informal letter parts. Formal letters have receiver's address and subject extra parts in comparison to informal letter. Tell students that there are four steps to write a formal letter: planning, drafting, proofreading and features. Ask them randomly to read carefully every step. After that ask them to read a sample letter given in statement 2 of the "Guided Writing" section. Ask different student with random selection to read each part of this sample formal letter. Repeat this activity twice with students at random.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Explains the layout of a typical formal letter.
2. What are the steps of formal letter writing?

Homework: (2 mins)

Provide the given worksheet to students to draft a formal letter.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Unit Name: Say 'No' to Corruption

Topic: Writing a formal letter/email

Date:

Objective(s):

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

- Write a formal letter/email (application, complaint).
- Write the final draft after complete editing and proofreading.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell students to recall the layout of the formal letter. Ask students randomly about different parts of a formal letter. Ask them how to write the address of sender and recipient, subject, date and salutation. Call students randomly to in front of the class and ask them to write addresses, date, subject and salutation of a formal letter on the board. Ask other students randomly to write remaining parts of the letter on the board. In this way complete the layout of the informal letter.

Main Activities/Concept Building:

(27 mins)

Tell students that today we are going to read a formal letter. Ask students to open their books at page 97 of the 'Guided Writing' section. Ask students at random to read the formal letter given in the statement 2 of this section noticing the parts of a formal letter. Repeat the process three time with randomly selected students. Also ask them randomly to read the steps of formal letter writing.

Activity:

Write a letter to the editor of a newspaper complaining against the frequent breakdown of electricity in your locality. Follow the format of a formal letter. Guide students to keep in mind the layout and steps of formal writing. Ask them write the letter on separate sheet of paper. Help them drafting this letter. If they lack vocabulary or expression. please assist them in selecting correct vocabulary and expression.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess your student by asking the different parts of an informal letter and their 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)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** reading **Date:** _____

Objective(s):

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

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding. (Let's Get Started)
- Read the text of the lesson. (before starting dialogue)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Informational text.

Resource Material:

Chalk/Marker, White/Blackboard, A picture of a crowded city, Worksheet, Textbook page 98

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 a picture depicting a crowded city. Then ask the randomly following questions:

1. What do you notice in the picture of the crowded city?
2. How would you describe the overall atmosphere of the city in the picture?
3. What are factors that makes a city crowded?
4. Does the crowded atmosphere of the city affect its resources such water, food supply, etc?

Engage students in this discussion. Ask these questions to most of the students randomly. Applaud them for their insight on this topic. Guide them if they could not express their feeling about this picture.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to read unit 8. Ask them open their books at page 98. Ask them see the picture at page 98. Ask them randomly following question about the picture:

1. What are the children doing?
2. Do you have people around you who waste resources? How do you guide them?
3. Why do you think the overpopulation is the reason of issues and problems in the world?

After that ask them open to read the first two paragraphs just before the dialogue with correct pronunciation and intonation. Help them with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask students following questions:

1. What did Yumna say to Miss Beenish when she entered the classroom?
2. Why was Yumna late to school?
3. Why was public transport on strike?
4. How did Yumna explain the reason for the rise in petrol prices?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Assessment: (5 mins)

1. How did Miss Beenish respond to Yumna's frustration?
2. What advice did Miss Beenish give to Yumna?

Homework: (2 mins)

Provide the given worksheet to students as homework.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Reading the following passage with correct pronunciation and intonation and answer the following questions.

Effects of Overpopulation

Overpopulation happens when there are too many people in an area and not enough resources for everyone. This can cause problems for society, the environment, and the economy. One problem is that there is too much demand for things like food, water, and energy. As the population grows, it becomes harder to find enough of these things. This can lead to cutting down too many trees, catching too many fish, and using up resources too quickly. It can also make it difficult to find clean water and can cause pollution.

Another problem with overpopulation is that cities can become too crowded. More and more people move to cities, and this can cause issues like not having enough homes, too much traffic, and not enough services like healthcare and schools. It can also make it harder to find a good job. Overpopulation can harm the environment too. More people mean more buildings, which can destroy habitats for animals and plants. This can lead to fewer animals and less healthy ecosystems.

Comprehension Questions:

1. What is overpopulation?
2. Why is there a problem when there are too many people and not enough resources?
3. What can happen when there are too many people in a city?
4. How does overpopulation affect the environment?
5. Why is overpopulation a concern for society and the environment?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** reading comprehension **Date:** _____

Objective(s):

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

- Read the text of the lesson. (Half dialogue).
- Identify problem solution in a text (e.g., by linking an issue to its problem source).
- Analyze organizational patterns in a text:
 - a. list/sequence of
 - b. ideas/events
 - c. comparison contrast
 - d. cause effect
 - e. Problem solution

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 99-100

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 unit "Does over population affects resources". Ask students to sit in a circle and write the following question on the board:

"How can a larger population beneficial for a country?"

Let students express their views on this topic one by one. Ask student to raise their hands for contributing their views. Guide and help them if you think they need some sort of hint or clue. Appreciate students for their participation in discussion. Make sure maximum student get chance to express their view in this discussion.

Main Activities/Concept Building: (25 mins)

Tell students today they are going read the dialogue on effects of overpopulation on resources. Ask them open their book at page 99. Ask students randomly to read half of the dialogue with correct pronunciation, intonation and stress. Correct them if they commit any mistake in reading.

Activity 1:

After reading ask students to sit in a circle and ask these questions one by one to students randomly:

1. What is the main issue being discussed in this dialogue?
2. What is the impact of overpopulation on the availability of resources?
3. Do all the students agree that overpopulation is a major concern? Explain.
4. What are some alternative viewpoints presented about the consequences of overpopulation?
5. Can you provide an example from the dialogue that overpopulation doesn't always lead to resource scarcity or poverty?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Involve students in a debate by responding to the above questions. Encourage them to participate in the discussion. Make sure all students get opportunity to participate in this activity. Appreciate them for their participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Why is it important to consider different perspectives when discussing the impact of overpopulation on resources?
2. What lesson can we learn from the dialogue about the relationship between population, resources, and societal challenges?

Homework: (2 mins)

Provide the given worksheet to students to reinforce the idea of resource management.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read the paragraph carefully and answer the following questions.

Overpopulation and Resources

Overpopulation doesn't always lead to resource scarcity. While it is true that an increase in population can put a strain on resources, such as food, water, and energy, it doesn't automatically mean that there won't be enough for everyone. The key lies in how resources are managed and distributed. With proper planning, efficient use of resources, and sustainable practices, it is possible to support a larger population without depleting essential resources. Technological advancements and innovations can also play a significant role in ensuring that resources are utilized more effectively, thereby mitigating the impact of overpopulation on scarcity.

- Does overpopulation always lead to resource scarcity?
 - Yes
 - No
- What are some resources that can be affected by overpopulation?
 - Cars and houses
 - Food, water, and energy
 - Toys and books
- How can resource scarcity be avoided despite overpopulation?
 - By wasting resources
 - Through proper planning and sustainable practices
 - By increasing consumption
- What role can technology play in managing resources with a larger population?
 - It has no impact on resource management
 - It can help utilize resources more effectively
 - Technology is irrelevant in this context

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** reading comprehension **Date:** _____

Objective(s):

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

- Read the text of the lesson. (Remaining lesson).
- Identify different points of view in stories/texts.
- Distinguish between positive and negative imperative language, formal/informal language.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 100

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 randomly to recall unit 8. Write following question on the board:

What is the impact of overpopulation on the availability of resources?

Ask students the above question at random. Write their responses in bullet form on the board.

Assist them if they need proper vocabulary to express their views or proper grammar structure.

Appreciate them for their participation. Finally, conclude the points that are written on the board.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to read remaining dialogue. Ask them open their books at page 100. Ask them at random to read the remaining dialogue aloud with correct pronunciation and intonation. Provide them the given worksheet to answer the questions.

Tell students that in *formal language*, proper nouns, relative pronouns, longer or complex sentences are commonly used and rules of grammar like subject-verb agreement, etc. are strictly followed. We don't use contractions in formal language. In informal language, common nouns, personal pronouns, contractions and short or easy sentences are commonly used. Relative pronouns are usually dropped in informal language.

Provide the worksheet to students.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What are some resources that can be affected by overpopulation?

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read the remaining conversation between Qudsia, Tehmina, and Miss Beenish and answer the following questions.

1. According to Tehmina, why do we suffer from a lack of job opportunities?
a) Overpopulation b) Lack of platforms for youth c) Lack of resources
2. According to Qudsia, what can be done to strengthen Pakistan's economy?
a) Controlling overpopulation
b) Providing equal opportunities and rights to people c) Protecting resources
3. What does Miss Beenish suggest as the solution to all problems?
a) Overpopulation control
b) Improving the social system c) Reducing the number of job seekers
4. Miss Beenish believes that overpopulation can be beneficial if utilized properly.
a) True b) False
5. What are some of the solutions Miss Beenish mentions to improve the situation?
a) Better health facilities, durable economic plans, essential education for all, employment opportunities, and equitable resource distribution
b) Controlling population growth and reducing the number of job seekers
c) Outsourcing job opportunities to other countries

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** vocabulary **Date:** _____

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards, Textbook page 101

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Paste some flashcards of difficult vocabulary from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Help them guess the meaning. Write some synonyms on board to guess the meaning. Encourage them to raise their hands one by one to tell the meaning. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 101. Read statement from the 'Glossary' section. Read the given words one by one with correct pronunciation and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity

Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use dictionary to find the meaning of these difficult words. Ask them to use them in their own sentence. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to tell the meaning of any word you have written on the board.

Homework: (2 mins)

Vocabulary Journal: Assign learners to make a vocabulary journal or list where they record new words they encounter during their reading or daily life. They should include the word, its definition, example sentences, and any other relevant information.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 8**

Unit Name: Does over population affects resources **Topic:** Questions and Answers **Date:** _____

Objective(s):

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

- Ask and answer simple and higher-order questions to guide/assess reading
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Recall the unit 'Does over population affects resources' with students. Make pairs of students. Ask each pair the following warm up questions to tell what they have learnt from the unit:

1. What is the main issue being discussed in this dialogue?
2. Does overpopulation always lead to resource scarcity?

The main theme of the dialogue is about how having too many people in a place can affect the things we need, like petrol and other resources.

Main Activities/Concept Building: (25 mins)

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

Activity: Ask students to open their textbooks at page 101. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' 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. Appreciate the students who finish their work first to boost their confidence.

Repeat the process for 'Reading for Understanding' and 'Reading for Inference' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

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

Homework: (2 mins)

What is the main problem discussed in the dialogue?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Questions and Answers **Date:** _____

Objective(s):

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

- Understand and answer the given questions.
- Respond to a text with, e.g., reasons, simple judgement, personal interpretation.
- **Read, think and Do it!**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask students at random to tell what have learnt from the unit 'Does Population Affect Resources?'. Ask them following warm up questions:

1. What are the students and Miss Beenish discussing in this dialogue?
2. Why are the rising petrol prices mentioned in the conversation?
3. What is overpopulation, and how can it affect resources?
4. Why is it important to manage resources wisely?

These warm-up questions can help engage students and prepare them for further discussion or activities related to the dialogue. Encourage them to express their opinion on the issue. Help and guide them to participate and respect the opinions of others. Make sure to involve maximum students.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn different questions related to the unit. Tell students that questions can be of different types. Recall the concept of literal questions as well. Ask students to open their textbooks at page 101. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Analysis' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own. Correct them if they give wrong answers. Write the correct answers on the board and ask them to write answers in their notebooks. Help them while they are writing the answers. Appreciate the ones who finish their work first to boost their confidence.

Activity: Ask students to read the statement in 'Read, Think and Do it!' section at page 101 and Read the text again, skim the dialogue and write its main idea in your own words in your notebook.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students by asking random questions from the unit.

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)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Listening and Speaking **Date:** _____

Objective(s):

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

- Present an argument and viewpoint with clarity of purpose and a convincing manner.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 102

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 on the board 'How to overcome the problem of overpopulation'. Divide students into four groups and ask them to discuss the topic and its various aspects of overpopulation. Also discuss its pros and cons. Ask group leader to in front of the class summarize the discussion in three or four points.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to read a dialogue between father and son about cleanliness. Ask students to open their textbooks at page 102. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation. Tell students that this dialogue is about the importance of cleanliness and proper disposal of litter. Also tell them that the father highlights the significance of cleanliness, mentioning that it is half of faith, indicating its moral and religious significance.

Activity 1: Now make pairs of two students randomly to play the role of father and Ali. Instruct them to speak the dialog with correct intonation and stress pattern. Then assign other pairs of students to the same dialogue for speaking practice. At end of this activity ask following questions:

1. Why is the father upset with Ali?
2. What does the father suggest Ali should do instead of throwing litter on the roadside?
3. What is the father's statement about cleanliness and faith, and what does it imply?

Activity 2: Make small groups of students ask them to discuss on "Natural resources of Pakistan". Write these questions on board:

1. Which natural resource of Pakistan do you think is the most valuable? Why?
2. How do natural resources contribute to Pakistan's economy?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask random students to share any five natural resources found in Pakistan?

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)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Vocabulary **Date:** _____

Objective(s):

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

Distinguish between the literal and nonliteral meanings of words in context and use them in writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 102

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Encourage them to say, "Alhamdulillah".

Write the following list of words that have two meanings on the board.

List:

Run
Kick
Break
Cool
Head

Tell student to read each word with its meaning. Make sure to involve majority of student in this activity. Ask students to guess some other such words.

- **Run:** Literally means to move swiftly on foot, but can also mean to operate a machine or organization efficiently.
- **Kick:** Literally means to strike with the foot, but can also mean to start or initiate something.
- **Break:** Literally means to separate into parts or pieces, but can also mean to pause or take a rest.
- **Cool:** Literally means moderately low in temperature, but can also mean fashionable or calm.
- **Bright:** Literally means giving off or reflecting a lot of light, but can also mean intelligent or vivid.
- **Head:** Literally refers to the part of the body containing the brain, but can also mean to lead or be in charge.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study literal and non-literal meaning. A literal meaning is the exact textbook definition of word. Nonliteral meanings are when words have an exaggerated definition. In non-literal language, we use different words to say what we mean. Tell students that Non-literal meaning, also known as figurative meaning, involves the use of language in a creative, imaginative, or non-literal way. It involves the use of figures of speech, idioms, metaphors, similes, or other linguistic devices to convey a different meaning beyond the literal interpretation. Non-literal meanings are often used to add depth, imagery, or emphasis to communication. For example: "Break a leg!" Non-literal meaning: Good luck! (In the context of theatre, it's an expression of encouragement, not an actual desire to break a leg.).

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Activity:

Ask students to open their books at page 102 of the “vocabulary section”. Ask them read statement 1 to understand the difference between literal and non-literal meaning of phrases. Ask at random to read sentences in statement 2 and identify whether it is literal (L) or nonliteral (N.L).

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide the given worksheet to students for further practice.

Homework: (2 mins)

Revise 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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each phrase carefully and determine whether it is a literal or non-literal phrase. Write "L" for Literal or "NL" for Non-Literal in the blank next to each phrase.

1. _____ The sun is shining brightly.
2. _____ He's as cool as a cucumber.
3. _____ The teacher is giving a lesson.
4. _____ It's raining cats and dogs.
5. _____ She broke the news to him gently.
6. _____ The cake smells delicious.
7. _____ The book is a real page-turner.
8. _____ He has a heart of gold.
9. _____ The soccer ball is round and bouncy.
10. _____ The dog is barking loudly.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** modal verbs **Date:** _____

Objective(s):

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

- Recognise and demonstrate function and use of modal verbs can/ cannot, may/may not and should, etc. to express ability, inability, permission, offers, invitations, requests, prohibition, doubt, obligation etc. in affirmative, negative and interrogative sentences.

Resource Material:

Chalk/Marker, White/Blackboard, a picture of a no-smoking sign ,Worksheet, Textbook page 103-104

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 showing or drawing a picture of a no-smoking sign to your class and asking them what it means. If they say "no smoking," ask them to elaborate with a full sentence. This should elicit "you *can't* smoke," or something to that effect. Then, ask your students how they could make the sentence stronger. This should prompt them to give you "you *must* not smoke."

Main Activities/Concept Building: (25 mins)

Tell students today they are going to study modal verbs. Tell students that modal verbs are those helping verb which express the 'mode' or 'manner' of the actions indicated by the main verbs. Modal verbs help to express ability, inability, permission, offers, invitations, requests, prohibition, doubt, obligation, etc. They modify the meaning of an expression. Modal verbs are can, could, may, might, must, ought to, should etc. A modal verb comes before the subject in a question.

Activity:

Ask students randomly to open their books at page 103 of the "Grammar" section and read statement 1 to notice the use of modal verbs. Ask them randomly to read statement 2 about modal verbs about permission, request, possibility, advice or suggestion, necessity or compulsion, prohibition, promise and wish.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide them the given worksheet.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the appropriate modal verb from the given options. Choose the modal verb that best completes each sentence. Some sentences may require the use of the modal verb in the present or past tense.

- We _____ go to the park after school today.
 - can
 - should
 - will
- She _____ sing beautifully when she was younger.
 - can
 - could
 - must
- You _____ eat your vegetables to stay healthy.
 - can
 - should
 - might
- It _____ rain tomorrow, so don't forget your umbrella.
 - may
 - could
 - must
- My teacher told me, "you _____ finish your homework before recess."
 - can
 - will
 - must

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** modal verbs **Date:** _____

Objective(s):

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

- Recognise and demonstrate function and use of modal verbs can/ cannot, may/may not and should, etc. to express ability, inability, permission, offers, invitations, requests, prohibition, doubt, obligation etc. in affirmative, negative and interrogative sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 104

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 recall usage of modal verbs and its type. Ask students at random to come in front of the class and write one modal verb and tell other students its usage. Make sure to involve majority of the students in this activity. Guide them and provide clues if they any difficulty in telling the usage of a particular modal verb. Appreciate them for their efforts.

Main Activities/Concept Building: (27 mins)

Tell students today they are going to study modal verbs. Tell students that modal verbs are those helping verb which express the 'mode' or 'manner' of the actions indicated by the main verbs. Modal verbs help to express ability, inability, permission, offers, invitations, requests, prohibition, doubt, obligation, etc. They modify the meaning of an expression. Modal verbs are can, could, may, might, must, ought to, should etc. A modal verb comes before the subject in a question.

Activity

Ask students to open their books at page 104 of the "Grammar" section of the section 1. Then ask them randomly to read the sentences in statement 2 and notice the use of modal verbs of permission, request, possibility, advice or suggestion, necessity, prohibition, promise and wish. Ask student to circle the correct modal verb in the statement 3. Repeat the process until maximum students get an opportunity to participate in this activity. Guide them if they need any assistance. Appreciate them for their great efforts to identify the modal verbs.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What are modal verbs? Give example of each type.

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)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** conjunctions **Date:** _____

Objective(s):

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

- Explain functions of different conjunctions/transitional devices used for purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), choice (e.g., either...or..., neither...nor).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 105

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 2 to 3 teams. Prepare sets of incomplete sentences for students that require transitional devices for purpose. Each team sends one representative to the front, and they must complete the sentence correctly using a purpose transitional device before passing the turn to the next teammate. For example: "I brought my umbrella _____ it starts raining." (Answer: "so that")

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read about transitional devices for 'purpose and choice'. Ask students to open their books at page 105 of the grammar section. Ask them randomly to read transitional devices for 'purpose and choice'. Tell them that transitional devices for purpose are 'so that, because, while, for this reason, due to and in order to. Similarly, transitional devices for 'choice' are rather, if, either, on the other hand, in other words, alternatively and otherwise. Ask students randomly to read the statement 6 and join the paragraph. Repeat the process three times. Make sure to involve all the students in this activity. Encourage students for their participation. Guide them if they need any assistance.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the given worksheet for assessing their understanding of the transitional devices of purpose and choice.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Choose the appropriate transitional device for purpose or choice from the multiple-choice options given.

1. I need to finish my homework early _____ I can play with my friends in the evening.

a) so that b) because c) while

2. We decided to go to the park _____ the weather was nice.

a) due to b) for this reason c) while d) if

3. _____ it's raining outside, we'll have our picnic indoors.

a) for this reason, b) due to c) while d) either

4. I don't like horror movies; _____, I prefer comedies.

a) rather b) because c) due to d) while

5. _____ you finish your chores, you can have some ice cream.

a) either b) on the other hand c) in order to d) if

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Past Perfect **Date:** _____

Objective(s):

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

- Use past perfect for a past action occurring before another past action (e.g., I had done my homework before my father reached home)

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 106

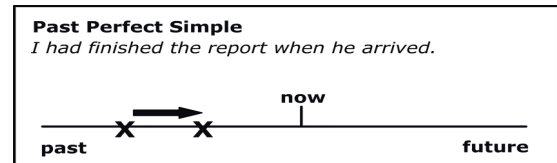
Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Draw the given timeline with a sentence: I had finished the report when he arrived. Ask students randomly where action verbs in this sentence. Which action took before another? What tense is used in these sentences. Note their replies.

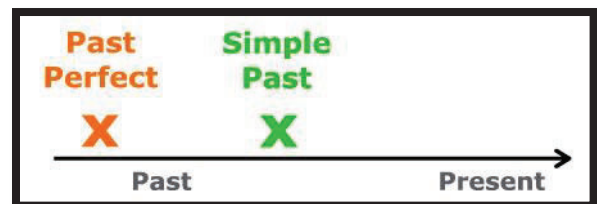


Encourage them for their active participation in this discussion. Help and guide them if they have no idea about this sentence. Help them to translate it into Urdu. Repeat the process until most of the students have the opportunity to participate.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about past perfect tense. Tell them that the past perfect tense is used to describe an action that was completed before another action in the past. It is formed using the auxiliary verb "had" followed by the past participle of the main verb. Tell them that there are two actions: first action is in past perfect tense and the second action is in simple past tense as shown in the given timeline.



Activity 1:

Ask students to open their books at page 106 of 'Grammar Section', section 7. understand the use of past perfect tense. Ask them randomly to read the statement 7 and explain them the usage of past perfect tense. Provide the given worksheet to students for further practice.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask student to make one sentence of past perfect tense of their own.

Homework:

(2 mins)

Revise grammar usage of past perfect tense at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully and fill in the blanks with the correct form of the past perfect tense of the verb given in brackets.

1. The train _____ (leave) the station before we reached there.
2. Sarah _____ (buy) a new bike before she joined the cycling club.
3. The sun _____ (set) by the time we got to the beach.
4. The students _____ (complete) the test before the teacher came back.
5. Talha _____ (read) the book before he watched the TV.
6. The birds _____ (fly) south for the winter before the weather turned cold.
7. Mom _____ (cook) dinner before we came home from school.
8. The show _____ (start) after we had bought our tickets.
9. The baby _____ (fall) asleep before her parents returned home.
10. Maryam _____ (build) a sandcastle before the tide came in.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 8**

Unit Name: Does over population affects resources **Topic:** Past Perfect **Date:** _____

Objective(s):

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

- Use past perfect for a past action occurring before another past action (e.g., I had done my homework before my father reached home)

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 107

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask student to recall past perfect tense. Ask them randomly to form a sentence using following structure: **Subject + had + past participle form of verb + object.**

Ask students randomly to come forward and write one sentence of past perfect tense of their own. Repeat this process three to four time. Make sure to give opportunity to majority students to make the sentences in past perfect tense.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about past perfect tense. Tell them that the past perfect tense is used to describe an action that was completed before another action in the past. It is formed using the auxiliary verb "had" followed by the past participle of the main verb. Tell them that there are two actions: first action is in past perfect tense and the second action is in simple past tense.

Activity 1:

Ask students to open their books at page 107 of 'Grammar Section', section 8. Tell them at random to complete the sentences by using past perfect for a past action occurring before another past action. Repeat the process two times in order to have them complete command on past perfect tense. Encourage them and appreciate them for correctly filling the blanks. Help and guide them if they have any difficulty in comprehending the sentence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the given worksheet to assess them.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Rewrite the sentences in the past perfect tense.

1. I saw the movie.

2. Mona ate her dinner.

3. The computer worked well.

4. The driver went to the garage.

5. My parents said they were going to the new restaurant.

6. Khalid wanted to go to the Bahamas.

7. The team played very well.

8. The artist painted a beautiful painting.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Punctuation Marks **Date:** _____

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 107

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 following sentences on the board:

- oh no i forgot to bring my lunch
- jameel exclaimed i can't believe we won the game
- last night i watched a thrilling horror film it scared me so much
- my brother's car is parked in front of the house

Ask students randomly to come to the board and correct the sentence if they find any mistake in it. Help them to guess punctuation mistake in the sentences if they could not find any mistake in it. Encourage and appreciate them for their participation in this activity. Repeat this activity with students two to three time. Make sure most of the students get the chance to participate in it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to practice how to punctuate a sentence. Punctuation marks are used to separate and organize words, phrases, and sentences within a written text. They help readers understand the intended meaning, tone, and structure of a sentence or paragraph. There are difference punctuation marks used in English language such as capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.

Activity: Ask students to open their books at page 107 of "Punctuation" section. Ask them randomly to read the given paragraph and rewrite it by adding correct punctuation, changing small letters into capital letters where necessary. Add a full stop at the end of each sentence. Repeat this activity with students three to four times. Make sure all the students get the chance to practice how to punctuate a sentence. Appreciate them for their participation in this activity. Guide them if they have difficulty in tracking the punctuation marks.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the given worksheet for further practice.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Punctuate the following sentences. For your guidance, punctuation mark is indicated in parentheses.

1. I went to the store (put Full stop)
2. She bought apples oranges and bananas. (insert comma)
3. What is your name (put question-mark)
4. What a beautiful sunset (put exclamation mark)
5. She said, I love reading. (insert quotation marks)
6. This is Javaid car. (insert apostrophe)
7. There are three things I love books, music, and movies. (colon)
8. The event which was held last week was a success. (parentheses)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Writing Short paragraph **Date:**

Objective(s):

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

- Understand how to write a short dialogue between two people.
- Write the final draft after complete editing and proofreading.

Resource Material:

Chalk/Marker, White/Blackboard, a picture, Textbook page 108

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 students a picture of people talking to each other and ask them describe what they see. This activity encourages them to use descriptive language and organize their thoughts. Ask them to guess what they are talking.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to understand how to write a short dialogue. Tell them that a short dialogue is a conversation between two or more people on a particular topic. Also tell them that writing a paragraph has three main parts: planning, drafting and reviewing & editing.

Activity 1:

Ask students to open their books at page 108 of 'Guided Writing' section. Ask them at random to read statement 1 on 'how to write a dialogue. Ask student to read each part of short paragraph writing carefully. Note the important point in their notebooks. Repeat this reading three to four times so that every student get it understand. Encourage them for their active participation. Help and guide them if they need any assistance.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to mention three main parts of writing a short dialogue.

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)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Writing Short paragraph **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.
- Write the final draft after complete editing and proofreading.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 109

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 main parts of a short dialogue. Ask students at random to write three main parts of dialogue writing on board. Ask them the details of each part of writing a short dialog. Note down the sub details under each part on the board. Encourage them and appreciate students for their participation in this activity. Guide and help them if they need any assistance.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to write a short dialogue. Tell them that a short dialogue is a conversation between two or more people on a particular topic. Also tell them that writing a paragraph has three main parts: planning, drafting and reviewing & editing.

Activity:

Ask students to open their books at page 109. Ask them to look at random at the picture in statement 2 and fill in the speech bubbles with your own content. Tell what the people are doing in these pictures. Use proper vocabulary, tone, and style of appropriate expression to communicative the purpose and context. Repeat the process three to four time until they write the dialogue precisely. Encourage them. Appreciate them for their participation. Help and guide them.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the worksheet to write a short dialogue.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

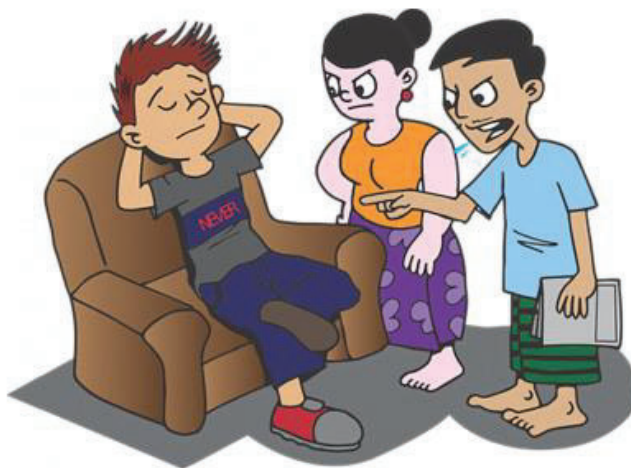
Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____



Look at the picture. What do you think what the parents are saying to their son? Write the dialogue below:

Mom: _____

Dad: _____

Mom: _____

Dad: _____

Mom: _____

Dad: _____

Mom: _____

Dad: _____

Mom: _____

Dad: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Creative Writing **Date:** _____

Objective(s):

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

- Write a short dialogue between two people.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 109

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 randomly what are the main parts of a short dialogue. Assist them that planning includes setting, character, dialogue and direction. Similarly, second step is drafting a dialogue.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to write a short dialogue between two people. Recall the main parts of a dialogue. Tell them that a short dialogue is a conversation between two or more people on a particular topic. Also tell them that writing a paragraph has three main parts: planning, drafting and reviewing & editing. Tell them to follow following steps in drafting a dialogue. Use of first-person pronouns by the characters to express their thoughts, feelings and ideas. Third-person pronouns are used to provide information about others.

Provide them the given worksheet to make a short dialogue.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What is the setting or context in which the conversation takes place?

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Write a short dialogue between two friends about the importance of exams.

Ali: _____

Ahmad: _____

Ali: _____

Ahmad: _____

Ali: _____

Ahmad: _____

Ali: _____

Ahmad: _____

Ali: _____

Ahmad: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Review 2 **Date:** _____

Objective(s):

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

- Review 2

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 111

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Make two groups of students. Give them the topic "does over population affects resources?". Ask the to recall the unit. Select on group leader from each group who will be the moderator of the discussion. Intervene if it is necessary. Ask group leaders to come in front of the class and summarise the points of discussion. Appreciate the for their participation in this discussion.

Main Activities/Concept Building: (27 mins)

Tell students that today we are going to review the previous units. Ask students to open their books at page 111 of "Reading Comprehension" section. Ask them randomly to make sentences by using the given vocabulary in statement 1. Secondly, ask students at random the given questions in statement 2. Then Ask students to circle the homophones that best fit each sentence in the statement 1 of "Vocabulary" Section at page 111. After that ask students randomly to differentiate between literal and nonliteral meaning of the words.

Activity:

Make pairs of students. Ask them to talk on 'Female Education'. Ask them to share their strong ideas to spread awareness about women's education. Tell them to use formal or informal language to deliver their dialogue. Also, use body language and facial expressions while delivering your dialogues.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students the types of adjectives.

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)	English	6		40 min

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

Unit Name: Does over population affects resources **Topic:** Review 2 **Date:** _____

Objective(s):

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

- Review 2

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 112-113

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Write the following sentences on the board and ask students at random one by one identify adjectives and their types:

1. Naheed was wearing a pretty dress on her birthday. _____
2. There is a white pillow on the bed. _____
3. I saw an empty jar in the kitchen. _____
4. My rabbit has soft fur. _____

Call one student randomly to come to the board and underline the adjective. Once he/she has identified the adjective ask him/her the type of the adjective. Repeat the process three to four times. Encourage students for their active participation. Help and guide them if they need any assistance.

Main Activities/Concept Building: (27 mins)

Tell students today they are going to review previous units. Ask them to open their books at page 112 of "Grammar" section. Tell them to read the given sentences and circle the adjectives in the statement 1 of the grammar section. Then check their books. Correct the mistake if any. Appreciate them for correct identification of adjectives. After that tell them to fill in the blanks with the correct conjunction/transition devices in the statement 2. Ask them at random to fill in the blanks using 'since' or 'for' in the statement 3. Later, ask them randomly to complete the table by changing the given sentences into the present or past continuous tenses in the statement 4 of the 'Grammar' section at page 113.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write three sentences each using the present, past perfect tenses.

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)	English	6		40 min

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

Unit Name: Does over population affects resources **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 Assalaam Alaikum and encourage them to reply as well. 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 following questions on the board:

- What do you mean by social evil?
- How many social evils can you name?
- In what way are we becoming the part of social evils?

Now ask students the above question one by one. Appreciate their participation in this discussion. Tell them that social evil means a harmful or destructive aspect of society that negatively impacts individuals, communities. Assist them in naming few social evils such as poverty, discrimination, corruption, violence, child labor etc.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 85. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Recall the concept of binomial pairs. Ask student to give example of binomial pairs. Note their responses. Recall the concept of degrees of adjectives. Make sure that students make correct use of degrees of adjectives in their sentences from one, two and three syllable words.

Make pair of students. Ask them to practice the given dialogue with each other at page 87. Recall the concept of conjunctions and transitional devices for reason with students. Note their responses. Appreciate the student for correct demonstration. Recall the concept of relative pronouns with students. Make two groups of students. ask each group to write three sentences using relative pronouns such as who, whom, which or whose. Recall and share the usage of past perfect tense. Ask students randomly to draw the timely of past perfect tense on the board. Then ask them at random to write three sentences on the board. Then ask them to apply use of 'since' and 'for' in this tense.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell parts of an informal letter.

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)	English	6		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 8**

Unit Name: Does over population affects resources **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 Assalaam Alaikum and encourage them to reply as well. 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 recall informal letter layout. Ask students randomly to sketch a layout on the board. Correct them if they commit mistake. Encourage them guide them if they need any assistance. Repeat this activity two to three time in order most of the students get chance to participate in this activity.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 99. Ask student to practice the given dialogue with their fellow students. Recall the concept of formal and informal of language while speaking. Ask students at random the difference between literal and nonliteral meaning. Ask some students at random to write few literal and nonliteral meaning words on board and use them in sentences of their own. Recall the concept of modal verbs. Ask them randomly to write some modal verbs on the board. Request them to use these modal verbs in their sentences. Recall the concept of transitional devices for purpose and choice. Ask student to share some example of transitional devices of purpose and choice with fellow students. write few sentences on board as well to demonstrate the correct usage of these transitional devices. Recall the concept of past perfect tense with students. Write the sentence structure of past perfect tense on board and ask students to share some sentences using past perfect tense. Make sure that there are two clauses of past perfect tense. Recall students how to make a short dialogue and what are its parts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell the meaning of 'gauze', 'diligently' and 'incredible'.

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)	English	6		40 min

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

Unit Name: Empower your family **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics. (Let's Get Started)
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Narratives.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 115

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show the picture to students from the unit "inspiration for life" and ask following pre-reading questions:

1. Who is there in the picture?
2. What do you know about her?
3. How was she different from other girls?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read two paragraphs from unit 'Empower your family. Ask the students to open their books at page 115. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

What did Zara's parents do for a living?

How did Zara's day typically start and end?

Who was described as a very hardworking man in the passage?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What did Zara's mother usually do during her day?
2. What activities did Zara enjoy doing with her mother in the fields?

Homework: (2 mins)

What were some of the tasks Zara helped her parents with on the farm?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Empower your family **Topic:** Reading Comprehension **Date:** _____

Objective(s):

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

- Read the text of the lesson. (Next two paragraphs).
- Distinguish between fact and opinion.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 115

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 unit "Empower your family". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. Why did Zara's father work hard in the fields?
2. What did Zara enjoy doing with her parents in relation to the harvested crops?
3. What is Zara's mother's primary role in the family?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 'Empower your family'. Ask students to open their books at page 115. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

Why did Zara feel sad and depressed despite helping her parents in the fields?

Describe Zara's mother's responsibilities based on the unit.

What was Zara's perception of her brother in relation to their parents?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How did Zara feel about the attention her brother received from their parents?
2. What did Zara desire from her parents, especially her father?

Homework: (2 mins)

Explain the reasons Zara felt ignored by her parents despite her contributions in the fields.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Empower your family **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Read the text of the lesson. (Remaining paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Identify the writer's purpose and what makes it interesting.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 115-116

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to recall the unit 'Empower your family'. Ask them randomly following questions:

1. What were the differences in the way Zara and her brother were treated by their parents?
2. Why did Zara love her brother despite feeling ignored by her parents?
3. What did Zara want to achieve in order to gain more attention and love from her

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read remaining paragraphs of the unit. Ask students to open their books at page 115. Ask them to read the remaining unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What motivated Zara to join the classes conducted by the team of experts in her village?
2. Why were the villagers initially reluctant to adopt the new farming techniques introduced by the experts?
3. How did Zara convince her father to implement the new farming techniques in their fields?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What were the results of implementing the new techniques on Zara's family farm?
2. How did Zara's efforts impact her family's income and the quality of their crops?

Homework: (2 mins)

In what ways did Zara's success in farming benefit her family and her village?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Empower your family **Topic:** Vocabulary **Date:**

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 117

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 117. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide given worksheet to students for assessment.

Homework: (2 mins)

Ask students at random the meaning of any word you have written on the board.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
tilling	to persuade somebody to do something
manure	quantity
pesticides	preparing
implement	carry out
proportion	chemicals used for killing pests
convince	unwilling and hesitant; disinclined
reluctant	land for crops

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Empower your family **Topic: Questions and Answers** **Date:**

Objective(s):

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

- Ask and answer simple and higher-order questions to guide/assess reading
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 117

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students at random to tell what have learnt from the unit 'Empower your family'. Encourage them to tell the message of the unit 'Life in Pakistan' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity:

Ask students to open their textbooks at page 117. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' 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. Appreciate the students who finish their work first to boost their confidence.

Repeat the process for 'Reading for Understanding' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Describe the broader impact of Zara's actions on the women and girls in her village.
2. What was the transformation in Zara's father's belief about the role of women in supporting families and contributing to the country's economy?

Homework: (2 mins)

Read the unit at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Empower your family **Topic: Questions and Answers** **Date:** _____

Objective(s):

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

- Understand and answer the given questions.
- Respond to a text with, e.g., reasons; simple judgement; personal interpretation

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 117

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Tell them this story is about a young girl named Zara. The essence of Zara's story lies in her determination, initiative, and the transformative impact of her efforts on her family and community. Zara, despite facing feelings of neglect, took the initiative to learn innovative agricultural techniques and convinced her father to adopt them. Discuss this story of Zara further with them. Appreciate and encourage students who actively participate in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity:

Ask students to open their textbooks at page 117. Read the statement from 'Reading for Inference' section. Ask them randomly to how would you define the term 'agricultural' new? Also ask them what is meant by agricultural techniques? Then ask them to read the question from "Reading for Analysis" section. Ask them what result did Zara and her family achieve from new techniques? Share your point of view with reasons. And what do you think how Zara supported the other women of her village? 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. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students by asking random questions from the 'Reading for inference' section.

Homework: (2 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)	English	6		40 min

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

Unit Name: Empower your family **Topic: Questions and Answers** **Date:** _____

Objective(s):

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

- Read, think and Do it!
- Identify the writer's purpose and what makes it interesting.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 118

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 the importance of storytelling. Ask students if they have heard or read stories that inspired them. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the given text from the book. Ask them open their books at page 118. Ask students at random to briefly introduce Zara's story, emphasizing her achievements in agriculture and empowerment of women in her village. Then, ask student individually to read the provided text aloud to the students, modelling accurate pronunciation, expression, and appropriate pauses. Encourage students to follow along silently. Have students take turns reading paragraphs or sentences from the given text aloud. Provide positive feedback on pronunciation and expression. After that engage students in a discussion about the writer's purpose in sharing Zara's story. What message is the writer trying to convey? Also discuss with students what makes the text interesting. Is it the character of Zara, the transformation in her father's beliefs, or the impact on the community? Encourage students to share their thoughts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to write a short reflection in their journals about a time when they felt proud or empowered. Encourage them to connect their experiences with the themes in Zara's story.

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)	English	6		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 8**

Unit Name: Empower your family **Topic:** Listening and speaking **Date:** _____

Objective(s):

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

- Participate in solo, paired and group assignments, including role play.
- Show insight into texts and issues through choice of speech, gesture, movement, within role-play. Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 118

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 randomly have they ever watched a drama? Can they remember some of the characters of that drama? What was their favourite role or character? Ask them do they remember the scene where the drama was played. Make sure to engage students in a discussion of sharing their memories about the drama. Assist those who don't remember any such activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue between two friends about health and fitness. Ask students to open their textbooks at page 118. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation. Tell students that the dialogue revolves around the upcoming cultural night at the Arts Council and the conversation between two friends, Komal and Dania, about their plans for the weekend. They discuss the cultural night event, share compliments about each other's performances in previous cultural events, and exchange information about the event's timing and preparations.

Activity: Now make pairs of two students randomly to play the role of father and Ali. Instruct them to speak the dialog with correct intonation and stress pattern. Then assign other pairs of students to the same dialogue for speaking practice. At end of this activity ask following questions:

1. What is Komal's invitation to Dania about?
2. How does Dania respond to Komal's invitation to the cultural night?
3. What compliment does Komal give to Dania about her previous performance?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

How is Komal preparing for the cultural night, and what is her attitude towards it?

Homework: (2 mins)

What is the central topic or event around which the entire dialogue revolves?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Empower your family **Topic: Vocabulary** **Date: _____**

Objective(s):

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

- Use a thesaurus to locate synonyms/ antonyms.
- Use dictionary and find meanings.
- Find and Learn.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 119, dictionaries

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Tell the students that they are going to play an important game. Divide the students into pairs. Now write a few sentences on the board e.g. I am worried for you. She is enjoying this winter season. Asma is a friendly girl. etc. Ask the pairs to read the sentences and think about the antonyms of the underlined words. Give them some time to think about the antonyms. Appraise the pairs who come up with correct antonyms within the given time.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to talk about how to find synonyms and antonyms in thesaurus. Tell them a thesaurus is a type of dictionary in which words with similar and opposite meanings are arranged in group. Tell students to open their book page no. 119. Divide the students into groups. Distribute dictionaries among them. Ask them to find the given synonyms/antonyms from the dictionary and write them in the given space. Appraise the group that will come up with the correct findings.

Activity 1: Ask the students to read the given words in the 'Find and Learn' section. Divide them into groups. Ask them to find the meanings of the given words in the dictionaries. Ask them to use the words in their sentences. Give them some time to complete their task. Instruct them to beat the desk whenever they complete their task. Appraise the groups who come up the correct meanings have use the words correctly in their sentences. Correct the ones who need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask different questions related to the topic.

Homework: (2 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)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: Empower your family **Topic:** Prepositions **Date:** _____

Objective(s):

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

- Use prepositions of time, movement and direction including since and for.

Resource Material:

Chalk/Marker, White/Blackboard, flashcards, Textbook page 120-121

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell the students that they are going to play an interesting game. Distribute the flashcards (have different pictures of directions) among the students. Pictures should be of cat jumping over the fence. A girl walking along the river etc. (Divide them into groups if have less resources). Ask them to tell the directions of the objects given in flashcards. Appraise the students who tell the correct directions of the objects. Correct the ones who need be.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to talk about prepositions of time, movement and direction including since and for. Ask them what preposition is. Explain to them a preposition is a word or a group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Ask them to open their page no. 120. Read the given examples and explain them the use of different prepositions. Explain them the use of 'since and for' for the preposition of time. Give them a few examples e.g. We have been waiting for three hours. I have been living here since 2008. etc.

Activity 1:

Ask the students to open their notebooks. Ask them to make three sentences for each category (time, movement and direction including since and for). Instruct them to use neat hand writing. Give them some time for this task. Circulate in the class and help them if they need be. Appraise the students who come up with correct use of prepositions in the sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask different questions related to the topic.

Homework:

(2 mins)

Complete the work of sentences if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Empower your family **Topic:** Listening and speaking **Date:** _____

Objective(s):

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

- Use prepositions of position

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 122, 123

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Tell the students that they are going an interesting game. Divide them into pairs. Tell them that position of different things will be asked from them. e.g. where is the board? Where are your notebooks? Where is the fan? Where do you study? etc. Ask different questions related to the position of things inside or outside the classroom. 30 seconds will be given to the pair to tell the position. Appraise the pairs that come up with the correct answers.

Main Activities/Concept Building: (25 mins)

Tell the students that they are going to talk about preposition of position. Ask them to recall what preposition is. Note their responses. Ask them to open their textbooks page no. 122. Explain to them preposition of position/place is used to refer to a place where something or someone is located e.g. cat is **under** the table. Books are **in** the bag. Camera is **above** the door. etc. Ask them to give examples related to the topic. Now read the given sentences on page no. 123. Explain to them these examples.

Activity 1:

Read the statement no. 4 on page 123. Ask the students to fill in the blanks using the most suitable preposition from the word bank. Give them some time to complete this task. Appraise the students who come up with correct answers. Now, ask the students to tell the places of things near them. Randomly ask the students and play this game 5 to 6 times. Appraise the correct ones by clapping.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask different questions related to the topic.

Homework: (2 mins)

Make five sentences using preposition of place/position in your notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Unit Name: Empower your family Topic: Reflexive pronouns Date: _____

Objective(s):

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

- Recognise and use reflexive pronouns (myself).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 123

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Tell the students that they are going to play an important game. Write a few words on the board e.g. myself, ourselves, herself, and themselves etc. Now write a few sentences on the board. She cut _____ while cooking. He taught _____ how to ride a bike. They prepared lunch for _____. etc. Ask the student to come on the board and choose the correct word from the given word bank to complete the given sentence. Appraise the students who come up with correct answers by clapping. Correct the ones who need be.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to talk about reflexive pronouns. Ask them what reflexive pronouns are. Note their responses. Explain to them reflexive pronouns are used to refer back to the subject of the sentence. Give them a few examples e.g. He completed his work himself. They travelled to Lahore themselves. Here, himself and themselves are reflexive pronouns. Ask the students to open their textbooks page no. 123. Read the sentences for reflexive pronouns and explain to them. Ask them different examples of reflexive pronouns. Write a few sentences on the board e.g. I watched the match myself. We cook the food ourselves. etc. Call the random students and ask them to underline the reflexive pronouns.

Activity 1:

Ask the students to open their notebooks. Ask them to write seven sentences using reflexive pronouns. Instruct them to use neat handwriting. Give them some time to complete this task. Circulate in the classroom. Help them if they need be. Appraise the students who come up with correct sentences within the given time.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask random questions related to the topic.

Homework: (2 mins)

Complete reflexive pronoun sentences if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: Empower your family

Topic: Reciprocal Pronouns

Date:

Objective(s):

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

- Recognise and use reciprocal and reflexive pronouns (one another, myself).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 124

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask the students to recall reflexive pronouns. Ask them to give examples related to reflexive pronouns and note their responses. Divide the students into two teams. Call one student from each team at the same time. Ask both of them to write a sentence in 40 seconds using a reflexive pronoun. Reward a star to the team of the member who comes up with the correct sentence within the given time. Repeat the game four to five times or until the end for the warm-up. Count the stars at the end and appraise the winning team.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to talk about reciprocal pronouns. Explain to them we use the reciprocal pronouns each other and one another when two or more people do the same thing. When referring to two people, we normally use "each other." When referring to more than two people, for example, the students in a lecture hall, we use "one another." Ask them to open their textbooks page no. 124. Read the given examples and explain to them the use of reciprocal pronouns. Read the statement '6' and ask them to fill in the blanks with suitable reflexive and reciprocal pronouns. Give them some time to complete this task. Help them if they need be and appraise and correct ones.

Activity 1:

Ask the students to open their notebooks. Tell them to write sentences using the reflexive and reciprocal pronouns. Instruct them to use neat handwriting. Give them some time to complete this task. Circulate in the classroom. Help them if they need be. Appraise the students who come up with correct sentences within the given time.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask random students to give examples for reciprocal pronouns.

Homework:

(2 mins)

Find reciprocal and reflexive pronouns from Unit#9.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 6

Unit Name: Empower your family

Topic: Coordination Conjunctions

Date:

Objective(s):

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

- Recognise coordination and its use in sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 124

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell the students that they are going to play an interesting game 'sentence scramble'. Tell them that they are going to combine two sentences by using the words (and, so, yet). Write sentences on the board e.g. I like to hike. I like to swim in the ocean. Now combine the sentence I like to hike and swim in the ocean. Divide them into two teams and ask each member from each team to come and join the sentences. Reward the team with stars on correct answers. Appraise the winning team.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to talk about coordinating conjunctions. Tell them that coordination means combining two sentences or ideas that are of equal value. A coordinating conjunction shows that the elements it joins are similar in importance and structure. They are and, nor, but, or, yet, so. (FAN BOYS) Give them a few examples e.g. She was audible **but** I cannot hear her. They woke up early, **yet** he could not reach in time. Would you like to take tea **or** coffee? Ask the students to open their textbooks page no. 124. Explain them the use of coordinating conjunctions. Read the sentences given for coordinating conjunctions.

Activity 1:

Divide the students into groups. Now write some blanks on the board e.g. I like ice cream, _____ I prefer chocolate. The weather was hot, _____ we decided to go for a hike anyway. You can have tea _____ coffee with your breakfast. etc. Ask the groups to fill in the blanks with the most suitable coordinating conjunctions. Give them some time to complete the task. Ask the groups to beat the desk whenever they complete the task within the given time. Appraise the winning group who come up with the correct blanks.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the students different questions related to the topic.

Homework:

(2 mins)

Write five sentences with coordinating conjunctions in your notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: Empower your family Topic: Subordination Conjunctions Date:

Objective(s):

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

- Recognise subordination conjunctions and its use in sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 125-126

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". Tell the students that they are going to play an interesting game. Now make two columns and write a few sentences in them e.g. (She was late) (because he could not catch a bus), (they went to play outside) (although it was raining). (The baby laughed) (when he saw his mother). etc. Ask the students to read the sentences. Ask them to match the most suitable statements with each other. Give them some time to for this task. Now call random students and ask them to match. Appraise the students who come up with correct matching.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to talk about subordinating conjunctions. Tell them subordination means combining two sentences or ideas in a way that makes one more important than the other. Subordinating conjunctions are used to join a subordinate dependent clause to a main clause Here are some common subordinating conjunctions after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while. Tell the students to open their textbook page no. 125. Explain them the use of subordinating conjunctions. Give them some examples e.g. He stood first **because** he worked hard. I will be with you **wherever** you go.

Although it was hot, they went to hike. etc. Read the sentences given for subordinating conjunctions. Ask them to give examples using subordinating conjunctions.

Activity 1: Write different subordinating conjunctions on the chits e.g. although, because, whenever, until, whether etc. Now divide the students into groups. Give two chits to each group. Instruct the groups to make five sentences for each chit (having subordinating conjunction). Give them some time to complete the task. Ask the group to raise their hands whenever they complete their task within the given time. After the given time, ask the groups to share their sentences with the class. Correct them if they need be. Appraise the groups who come up with correct sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask random questions about subordinating conjunctions.

Homework:

(2 mins)

Complete the sentences if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 8

Unit Name: Empower your family Topic: Coordination and subordination conjunctions Date:

Objective(s):

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

- Identify the difference between coordination and subordination conjunctions and their use in sentences i.e. compound and complex.

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".

Ask the students to recall subordinating conjunctions. Ask them to give examples using these conjunctions. Tell the students that they are going to play an interesting game 'Expand the sentence'. Divide them into two teams. One sentence will be given to each team e.g. she cooked food and the team will expand the sentence by adding subordinating conjunction e.g. She cooked food because she was hungry. Repeat the game 4 to 5 times using different sentences. Appraise the team who come up with more correct answers.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to differentiate between coordinating and subordinating conjunctions. Ask the students about what are coordinating and subordinating conjunction. Ask them to give different examples. Tell the students to open their textbooks page no. 126. Read the statement '11'. Ask the students to circle the conjunction in each sentence. In the blank, write SC if it is a subordinating conjunction or CC if it is a coordinating conjunction. Appraise the students who come up with correct answers. Help those who need correction.

Activity 1:

Now ask the students to write a paragraph of five lines about the topic of their own choice using both coordinating and subordinating conjunctions. Instruct them to circle coordinating and underline subordinating conjunctions. Encourage them to use neat handwriting. Give them some time to complete this task. Circulate in the classroom. Help them if they need be. Appraise the students who come up with correct sentences within the given time.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask random questions about the topic.

Homework:

(2 mins)

Complete the paragraph at home if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: Empower your family

Topic: punctuation

Date:

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.
- Recognise and rectify faulty punctuation in a given text and own work.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 127

Teaching & Learning Activities:

Opening Activities/Warm-up:

(6 mins)

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

Tell the students that they are going to play an interesting game. Divide them into pairs. Write seven statements on the board without period (.) and question mark (?) e.g. She is celebrating her birthday, when did you arrive, He wrote a story Did you complete your homework etc. Ask the pairs to read the sentences and think about where to add '?' and (.) after the statements. Give them some time to think. Call the pairs on the board to add the period and question mark. Appraise the pairs that come up with correct answers by clapping.

Main Activities/Concept Building:

(26 mins)

Tell students that today they are going to add punctuation in the text. Ask them some questions about punctuation e.g. when do we use comma/apostrophe/exclamation mark? etc. Ask them to open their textbooks page no. 127. Read the paragraph and ask them to punctuate the given paragraph correctly using capitalisation, exclamation marks, full stops, apostrophes and commas. Give them some time to complete the task. Help them if need be. Applause the correct ones.

Activity 1:

Write a few sentence on the board with incorrect punctuations e.g. We brought the books; Amna: Umair and, Sidra are siblings? Hurrah. our team won the match! etc. Ask the students to read the given sentences and add correct punctuations by replacing incorrect ones. Call the random students on the board. Appraise them for their correct answers. Correct them if they need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask random questions about the topic.

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)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name: Empower your family

Topic: Guided Writing

Date:

Objective(s):

- Recognise opinion piece on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - Provide reasons that are supported by facts and details.
 - Link opinion and reasons using correct words and phrases.
- Provide a concluding statement, and analyse or section related to the opinion presented.
- Read essay and understand the element of essay.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 127-128

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".

Tell the students that they are going to play an amazing game. Divide them into two teams. Write a word on the board e.g. nature, mountain, school, house, honesty etc. Call a random students from both teams. Ask them to write as many words as they can write related to the given word with in one minute. Reward the star to the team which member writes more words. Appraise the winning team.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to about essay writing. Ask them what an essay is. Explain to them an essay has three paragraphs: introductory, main body and concluding. An introductory paragraph contains the main idea of an essay. The main body of an essay contains supporting details. The concluding paragraph contains a summary of an essay. It also has a concluding statement. Ask them to open their textbook page 127. Read the given checklist for essay writing and explain them for their better understanding. Read the different elements of essay on page no. 128. Ask different questions related to the topic e.g. what is the body of an essay? Why is introduction important in the essay? etc.

Activity 1:

Divide the students into groups. Ask them to write an essay of 8 to 10 lines about 'A trip to mountains'. Ask the groups to use the elements of the essay in their writing. Encourage them to use good vocabulary and phrases. Give them some time to complete the task. Help them in constructing the sentences. Appraise the group who come up with correct usage of elements in the essay.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Assessment: (5 mins)

Ask them random questions about essay writing.

Homework: (2 mins)

Read page no. 128 to understand the elements of essay writing at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: Empower your family

Topic: Creative Writing

Date:

Objective(s):

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

- Write opinion piece on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using correct words and phrases. Provide a concluding statement, and analyse or section related to the opinion presented.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 129

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell the students they are going to play an interesting game. Write any topic on the board 'Why mobile phone has become a necessity'. Divide them into groups. Ask them to think about the given topic for some minutes. After the given time, call a random member from each group and ask him/her to write a one reason about the topic, he/she has discussed with his/her group. Repeat the round for 2 to 3 times. Appraise the group members who come up with the best reasons.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to write an essay creatively. Ask them to recall the elements of the essay. Ask questions about essay writing. e.g. what checklists should be kept in mind while writing an essay? What are supporting details? What role do transitional devices play in essay? etc. Write the topic on the board 'Do you think women play an important role in the development of a country?' Have a discussion with the students about the topic. Ask them give their opinions about this topic. Now ask the students to open their notebooks. Ask them to creatively write about the given topic 'Do you think women play an important role in the development of a country? Support your answer with reasons.' Ask them to be creative and encourage them to use neat hand writing. Give them some time to complete this task. Circulate in the classroom. Help them if they need be. Appraise the students who come up with correct sentences within the given time.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask random questions about the topic.

Homework:

(2 mins)

Complete the essay at home if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: Science and Technology in Everyday Life **Topic:** Reading

Date:

Objective(s):

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

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding. (Let's Get Started)
- Read the text of the lesson. (before pros of science and technology)
- Read and view a variety of reading - age -appropriate and high -interest books and texts from print and non - print sources: Informational 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".

Tell the students that they are going to talk about technology. Ask them random questions e.g. Have you ever imagined how your life would be without electricity? How was life in the past different from life in the present? Encourage them to be creative while answering the questions. Applause the students for their active participation.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to start a new unit. Ask them to open their textbook page no. 130. Now ask them to look at the picture on page 130 for 1 minute and tell what's happening in the picture. Note their responses. Now ask them to go on page no. 131. Read the paragraph 1 and 2 aloud. Encourage students to repeat after you. Now ask students at random to re-read the paragraph aloud with correct pronunciation and intonations for their better understanding.

Activity 1:

Divide the students into groups. Now ask them to read the first two paragraphs and find and underline the difficult words. Give them some time to do this task. Ask the groups to share the difficult words. After that, tell them the meaning of their underlined difficult words. Now ask from the random students to read the lesson correctly. Appraise the students who read the lesson with correct pronunciation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask different questions related to the topic.

Homework:

(2 mins)

Read the first two paragraphs on page no. 131.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: Science and Technology in Everyday Life **Topic:** Reading **Date:**

Objective(s):

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

- Read the text of the lesson. (pros of science and technology).
- Interpret and integrate information from a variety of sources.
- Identify the writer's purpose and what makes it interesting.

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".

Recall the previous lesson. Tell the students that today we are going to do an interesting activity. Write difficult words on the chits and distribute them to the students. Ask them to read the word aloud with correct pronunciation and also tell its meaning. Appreciate the students who come up with correct pronunciation and meaning.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to read the remaining paragraphs of the unit. Ask them to open their textbook page no. 131. Read the paragraph pros of science and technology. Ask the students to repeat after you. Now ask students at random to read the paragraphs aloud for their better understanding. Tell the students that every text has a purpose. Explain to them that the purpose of a text is the reason why a writer writes a text and the audience is a group of listeners or readers for whom he/she writes. Ask them what is purpose of this text? Tell them This text contains information and informational text provides us factual information about a topic.

Activity 1:

Divide the students into groups. Write three questions on each chit e.g. How do science and technology significant improvement in health and care? How do science and technology make communication easier? etc. and divide the chits among groups. Ask the students to think about the answer of these questions. Give them some time to complete the task. Instruct them to beat the desk when they are done with their work. Appreciate the group who come up with correct answers of the questions.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking different questions about the lesson.

Homework:

(2 mins)

Read the pros of science and technology at home pg# 131.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 6

Unit Name: Science and Technology in Everyday Life **Topic:** Reading **Date:**

Objective(s):

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

- Read the text of the lesson. (cons of science and technology)

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".

Tell the students that they are going to play an interesting game. Divide them into groups. Write a question on the board related to the previous lesson e.g. how does science have increased work efficiency? How does it have become easier to connect with multiple cultures of the world? etc. Ask the groups to beat the desk if they know the correct answer. Appraise the groups that give correct answers.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to read the cons of science and technology. Ask them to open their textbook page no. 132. Read the last paragraphs aloud. Ask them to repeat after you. Now ask students at random to re-read the paragraphs aloud for their better understanding. Now ask random questions about the topic e.g. what are the cons of science and technology? How technology has made it easier for criminals to commit fraud and identity theft? How can we minimize the security risks creating through technology? etc. Note their responses and appraise them for correct answers.

Activity 1: Now tell the students about transitional devices. Explain to them that a transitional device is a word or phrase that helps to carry a thought from one sentence to another, from one idea to another, or from one paragraph to another e.g. because, although, until, when, where, since etc. Divide the students into pairs. Ask the students to read the whole lesson and find the transitional devices. Give them some time to complete the task. Appraise the pairs who find the correct transitional devices within the given time.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask random students to read the lesson correctly.

Homework:

(2 mins)

Read the cons of science and technology at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 7

Unit Name: Science and Technology in Everyday Life **Topic:** Words Meanings

Date:

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

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

Recall the previous lesson. Now write some difficult words on the board and ask the students to tell the meaning of these difficult words. Encourage them to raise hands one by one to share meanings. Appreciate the students who come up with the correct answers.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn the meanings of difficult words. Ask them to open their textbook page no. 133. Read the statement 1 from reading comprehension aloud. Now read the vocabulary words aloud and ask the students to repeat after you. Also tell them the meaning of the vocabulary words. Now ask the students to find these vocabulary words in the lesson and read their context for their better understanding.

Activity 1:

Ask the students to use make sentences of vocabulary words in their notebooks. Encourage them to write the sentences in good handwriting. Give them some time to do this task. Circulate in the class while they are doing their work. Help them if they need be. Appraise the students who come up with correct sentences and good handwriting in the given time to boost their confidence. Ask them to share their sentences with their class fellows. Appreciate the whole class for their active participation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking meanings of random vocabulary words.

Homework:

(2 mins)

Write the sentences in your notebooks at home if not completed in classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 8

Unit Name: Science and Technology in Everyday Life **Topic:** Question Answers

Date:

Objective(s):

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

- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and Tag Questions.
- Understand and answer the given questions.

Resource Material:

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

Ask students at random to tell what have learnt from the unit 'Science and Technology'. Encourage them to tell the message of the unit 'Science and Technology' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions.

Activity:

Ask students to open their textbooks at page 1. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' 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. Appreciate the students who finish their work first to boost their confidence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask answers of the questions from random students.

Homework:

(2 mins)

Learn the answers of the questions at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Science and Technology in Everyday Life **Topic:** Question Answers

Date:

Objective(s):

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

- Understand and answer the given questions. Read, think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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". Recall the unit 'Science and Technology' with students. Make pairs of students. Ask each pair to share what they have learned from the unit. Encourage them to share the message of the unit 'Science and Technology' with their fellow students by taking turns. Ask students at random to tell what do they like the most about this unit. Ask them to share the reason of their likeness as well. Note their responses. Make sure to involve all students in the conversation.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to learn the answers of different questions. Ask the students to open their textbook page no. 133. Read the questions from "Reading for Inference" aloud. Encourage the students to give the answers of the questions according to their understanding. Appreciate the students who come up with correct answers. Read the questions from "Reading for Analysis" aloud. Ask the students to find the answers of the questions from their textbook and ask them to share their answers with their fellow students. Give them some time to complete their task. Now ask the students to share their answers. Appraise the students who come up with correct the answers. After this, write the correct answers on the board and ask students to note them in their notebooks.

Activity: Read the section 'Read Think and Do it!'. Divide them into groups. Ask the groups to discuss about 'We live in a scientific and technological age, but if we don't keep up with what's going on in the globe and in our own country, we won't be able to survive. Hence, if you want to stay up to date on global events, you should read the newspaper every day and identify ten problems the country is facing.' Ask them to make a list of their causes and effects. Give them some time to complete the task. Ask the groups to share their lists. Appraise the students for their active participation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask answers of the questions from random students.

Homework:

(2 mins)

Learn the answers of the questions at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: Science and Technology in Everyday Life **Topic:** Listening and Speaking **Date:**

Objective(s):

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

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.

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".

Recall the previous lesson. Ask the students different questions about science and technology e.g. what are the pros or cons of technology? How does technology help in our daily lives? etc. Appraise the students for their active participation.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to do 'listening and speaking' activity. Ask them to open their textbooks page no 134. Read the dialogues and ask the students to read after you. Divide them into pairs and ask them to practice the dialogues with each other. Give them some time to practice. Now ask the pairs to perform the dialogues by taking turns. Appraise the ones who perform well.

Activity 1:

Divide the students into groups. Read the section 'Talk On...' Ask the students to work in groups and have a discussion on a very important topic of 'cyber crime'. Suggest ways to reduce it and how you can contribute to eliminating cyber crime. Prepare and deliver a dialogue with your partners on the topic. Use appropriate expression to share your concerns about the increasing cyber crime rate. Give them some time to prepare the dialogues. After the time, ask the students to perform the dialogue on the given topic. Appraise the ones that perform well.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students different questions related to the topic.

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)	English	6		40 min

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

Unit Name: Science and Technology in Everyday Life **Topic:** Vocabulary **Date:** _____

Objective(s):

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

- Find out the meaning of words (dictionary meaning i.e. denotative and contextual meaning i.e. connotative)

Resource Material:

Chalk/Marker, White/Blackboard, Dictionaries, Textbook page 135-136

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell the students that they are going to play an interesting game. Write a few words on the board e.g. absurd, ambiguity, excited, glorify etc. Divide the students into groups and distribute the dictionaries among groups. Now ask the students to find out the meanings of given words within 3 minutes. Ask the groups to beat the desk if finds the meanings within the time. Ask the groups to share their findings. Appraise the winning group who correctly finds the meanings within the given time.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to talk about denotative and connotative words. Ask the students what t are denotative and connotative words. Explain to them the denotation of a word refers to the exact meaning as in the dictionary. The connotation of a word refers to the added meanings, emotion or feeling that suggests something negative or positive. Give them some examples e.g. This is a **lion**. Here 'lion' means animal which is a denotative word. My son is lion. Here 'lion' is used to refer the quality of bravery and courage. So, lion is a connotative word. Ask the students to open their textbook page no 135. Read about connotative and denotative and their given examples on page 136. Explain to them the given examples. Ask them to give examples related to the topic.

Activity 1: Now write some sentences on the board e.g. The house is warm and cozy. I wrote a letter with pen. The furious storm brought a heavy disaster. The sleek, high-performance car effortlessly run on the highway. etc. Ask the students to read the sentences and find out the connotative and denotative words. Ask the students to open their notebooks and write connotative words in one column and denotative words in other columns. Give them some time to complete the task. Later on, ask them to share their findings with the class. Appraise the correct ones.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the students different questions about the topic.

Homework: (2 mins)

Read about connotative and denotative words on page # 135.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Science and Technology in Everyday Life **Topic:** Vocabulary **Date:** _____

Objective(s):

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

- Find out the meaning of words (dictionary meaning i.e. denotative and contextual meaning i.e. connotative)
- Learn and Find

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 136

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell the students that they are going to play an interesting game. Divide the students into two teams. Write a few words on the board e.g. ship, land, mystery, majestic, hot. Ask the students to use the given words as connotative/denotative and make sentence for each word. Give each team each word and ask them to make a sentence. Take three to four rounds. Applause the winning team.

Main Activities/Concept Building: (27 mins)

Tell students to recall denotative and connotative words. Ask them what does connotative and denotative mean? Ask them to give examples related to the topic. Now ask them to open their textbooks page no. 136. Ask the students to choose the word from the brackets that have more positive connotation and complete the sentences on page 136. Give them some time to complete the task. Ask the students to share their task. Now read the statement '3'. Ask the students to write a "P" next to the sentence that has a positive connotation and write an "N" next to the sentence that has a negative connotation for the given sentences. Circulate in the classroom. Help them if they need be. Appraise the correct ones.

Activity 1: Divide them into groups. Read the section 'Find and Learn'. Divide them into groups. Ask them to find the meanings of the given words in the dictionaries. Ask them to use the words in their sentences. Give them some time to complete their task. Instruct them to beat the desk whenever they complete their task. Appraise the groups who come up the correct meanings have use the words correctly in their sentences. Correct the ones who need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the students random questions related to the topic.

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)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: Science and Technology in Everyday Life **Topic:** Relative and Comparative Clause **Date:**

Objective(s):

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

- Identify and construct sentences with a comparison clause (e.g., I eat more than you do), with a relative clause (e.g., He is looking for the bag which he has lost).

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".

Tell the students that they are going to play an interesting game. Divide them into groups. Write sentences on the board e.g. Hina is my friend. She paints well. The house is beautiful. It has a red door. Ali is an architect. I met him yesterday. Ask the students to combine the sentences e.g. Hina who paints well is my friend. Give them some time to combine the sentences. Ask them to beat the desk whenever they combine the given sentences. Appraise the groups that come up with correct comparison.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to talk about relative and comparative clauses. Explain to them a relative clause always begins with a relative pronoun when sentences are combined e.g. The match that we watched last night was thrilling. The car, whose color is blue, belongs to me. etc. A comparative clause is a type of subordinate clause which expresses the comparison. Usually the clause starts with 'than' and 'like'. e.g. The summer weather in Lahore is hotter than Islamabad. He is brave like soldier. Ask the students to give examples related to the topic.

Activity 1:

Ask the students to construct your own sentences by using relative and comparative clauses. Instruct the students to use hand-writing. Circulate in the class while they are doing their work. Help them if they need be. Appraise the students who come up with correct sentences and good handwriting in the given time to boost their confidence. Ask them to share their sentences with their class fellows. Appreciate the whole class for their active participation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the random questions related to the topic.

Homework:

(2 mins)

Complete the sentences of relative and comparative clauses if not completed in classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 6

Unit Name: Science and Technology in Everyday Life **Topic:** Adjectival Phrase

Date: _____

Objective(s):

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

- Identify adjectival phrases.

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 the students to recall adjectives. Divide the students into two teams. Write a few sentences on the board e.g. He is wearing a red hat. The room is warm and cosy. She is cooking delicious food. Ask the teams to tell adjectives in the given sentences on their turns. Reward the team with star on correct answer. Repeat round three to four times. Count the stars at the end and applause the winning team.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to talk about adjectival phrases. Explain to them an adjectival phrase is a group of words in a phrase that includes an adjective. It acts as an adjective by describing a noun. Give them some examples related to the topic e.g. The cat with the fluffy tail is sleeping. The man with the briefcase is waiting. Ask the students to open their textbook page no. 137. Read the examples given for adjectival phrases and explain them for their better understanding. Read the statement '4'. Ask the students to identify and underline the adjectival phrases from these sentences. Appraise the students who come up with correct answers.

Activity 1:

Ask the students to open their notebooks. Instruct them to write five sentences using adjectival phrases. Encourage them to use neat hand-writing. Circulate in the class while they are doing their work. Help them if they need be. Appraise the students who come up with correct sentences and good handwriting in the given time to boost their confidence. Ask them to share their sentences with their class fellows. Appreciate the whole class for their active participation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the random questions related to the topic.

Homework:

(2 mins)

Complete the sentences of adjectival phrases if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 7

Unit Name: Science and Technology in Everyday Life

Topic: Types of Sentences

Date:

Objective(s):

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

- Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 139

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell the students that they are going to play an interesting game. Write the words on the board e.g. tree, cell phone, science, clear, tournament etc. Ask the random students from the class to make a sentence with the given word within 30 seconds. Appraise the ones who actively make sentences. Involve maximum number of students in this activity.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to talk about types of sentences. Tell them there are four types of sentences i.e. declarative, exclamatory, interrogative and imperative. Explain to them that declarative tells us something e.g. I drink water. Interrogative asks us something e.g. Did you drink the water? Imperative orders or requests us to do something. e.g. Go and drink water. Please go and drink water. Exclamatory expresses emotions or feelings e.g. Hurrah, we won the match!

Activity 1:

Ask the students to open their textbooks page no. 139. Read the given examples for four types of sentences. Explain to them the use of sentences. Ask them to give some examples related to the topic. Read the statement '9'. Ask the students to select if the sentence is declarative, exclamatory, interrogative or imperative and write their types in the given spaces. Give them some time to complete the task. Appraise the students with correct answers.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask different questions related to the topic.

Homework:

(2 mins)

Read page no 139 to better understand the use of 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)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 8

Unit Name: Science and Technology in Everyday Life

Topic: Types of Sentences

Date:

Objective(s):

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

- Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 139

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell the students that they are going to play an interesting game. Divide them into groups. Write the types of sentences on the chits. Ask each member from each group to come on the board, select the chit and say the sentence for the type of sentence written on the board. Instruct them to make a sentence within 40 minutes. Applause the group for making correct sentences.

Main Activities/Concept Building:

(25 mins)

Tell students to recall the types of sentences. Ask them what declarative, exclamatory, imperative, interrogative sentence are. Ask them to give examples for each type of sentences. Write a few sentences on the board e.g. I pray daily. The earth revolves around the sun. Shut the door. Where is your assignment? etc. Ask random students to tell the type of given sentence.

Activity: Now ask the students to write 2 sentences for each type of sentence. Give them some time to complete the task. Circulate in the class while they are doing their work. Help them if they need be. Appraise the students who come up with correct sentences and good handwriting in the given time to boost their confidence. Ask them to share their sentences with their class fellows. Appreciate the whole class for their active participation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask the random questions related to the topic.

Homework:

(2 mins)

Complete the sentences if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: Science and Technology in Everyday Life

Topic: Punctuation

Date:

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 139-140

Teaching & Learning Activities:

Opening Activities/Warm-up:

(6 mins)

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

Bring a chart paper for punctuation marks in class and place it on the board. Ask random students about punctuation marks. Ask the given punctuation marks in sentences of their own. Call them on the board to write a sentence. Encourage them to use the punctuation marks accurately. Help them if need be. Help them in understanding the usage of these punctuation marks if needed. Appreciate them all for correct usage of punctuation marks in sentences.

Main Activities/Concept Building:

(26 mins)

Tell students that today they are going to use punctuation in sentences/ paragraph. Ask them where we use full stop/comma/exclamation marks/ apostrophes etc. Write the sentences on the board. Ahmed plays cricket, Khurram Salman and Umer view an amazing scenery Did you call Hira for the information etc. Ask the random students to come on the board and add correct punctuations in the sentences.

Activity 1:

Ask the students to open their textbook page no 139. Read the paragraph given for punctuation. Ask the students to punctuate the given sentences correctly by using capitalisation, parentheses, exclamation marks, full stops, apostrophes and commas. Give them some time to complete this task. Appraise the ones who complete the task correctly.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask random questions related to the topic.

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)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: Science and Technology in Everyday Life

Topic: Writing

Date:

Objective(s):

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

- Recognise informative/ explanatory text like a book blurb, poster to examine a topic and convey ideas and information.
 - a. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), Illustration to convey meaning effectively
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases.
 - d. Use precise language and domain specific vocabulary to inform about the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
 - Proofread and edit texts for errors of
 - sentence structure.
 - subject/verb agreement.
 - noun/pronoun agreement.
 - connectives.
 - punctuation and spelling

Resource Material:

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

Ask students to sit in a circle. Tell students that today they are going to discuss the topic 'Video Games Vs Physical Games'. Ask students to share their thoughts on this topic. Ask students to think of some reasons that why and which game is important for health and share it to fellow students. Now, ask students at random to write one benefit of 'video game and physical game' on board. Make sure to involve all students in the activity. Appreciate them for their answers.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to talk about informational report. Ask them what an information report is. Explain to them an information report is a text that presents information about a topic. Ask the students to open their textbooks page no. 140. Read the given ideas how an informational report is written. What factors are involved in writing the informational report. Explain to them how ideas are generated and organise. What type of language is used, etc.

Activity 1:

Ask the students to open their notebooks. Ask the students to write informational report about "effect of junk food on our health". Discuss about the topic in the classroom. Instruct the students to mention the purpose and audience for the report. Also follow the given checklist. Circulate in the class while they are doing their work. Help them if they need be. Appraise the students for correct usage of checklist in informational report.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students random questions about the topic.

Homework: (2 mins)

Complete the task of writing informational report if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: Science and Technology in Everyday Life **Topic:** Writing **Date:**

Objective(s):

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

- Recognise informative/ explanatory text like a book blurb, poster to examine a topic and convey ideas and information.
 - a. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), Illustration to convey meaning effectively
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases.
 - d. Use precise language and domain specific vocabulary to inform about the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
 - Proofread and edit texts for errors of
 - sentence structure.
 - subject/verb agreement.
 - noun/pronoun agreement.
 - connectives.
 - punctuation and spelling

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".

Ask students to sit in a circle. Tell students that today they are going to discuss different aspects about the unit 'Science and Technology'. Ask students to share some information they have read in the unit. Ask students to tell what 'cyber-security' is. Note their responses. Ask students to share what is the importance of 'technology' in their opinion. Make sure to involve all students in the conversation. Appreciate them all for their participation in the classroom activity.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to recall the key factors of writing an informational report. Ask them what an informational report is. What factors are to be under considered while writing an informational report? Note their responses. Explain them the checklist of writing an informational report for their better understanding.

Activity 1:

Ask the students to open their notebooks. Ask the students to write informational report about "Effect of our Media on Society" using report writing techniques you read. Remember to mention the purpose and audience for the report. Also follow the given checklist. Discuss about the topic in the classroom. Circulate in the class while they are doing their work. Help them if they need be. Appraise the students for correct usage of checklist in informational report.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students random questions about the topic.

Homework: (2 mins)

Complete the task of writing informational report if not completed in the classroom

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Unit Name: Science and Technology in Everyday Life

Topic: Creative Writing

Date:

Objective(s):

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

- Creative Writing
- Write an information paragraph.

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".

Ask students to sit in a circle. Tell students that today they are going to discuss about different uses of computer. Ask students at random to tell what do they like computer, why? Ask them to tell their favourite activity on the computer. Ask them to take turns for sharing the benefits of computer with each other. Ask them to share their own views about the use/ benefits of computer. Appreciate them for their active participation in classroom.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to creatively write an information report. Ask the students to open their textbook page no. 141. Read the statement given for creative writing. Ask them to write an informative text about the importance of computers. Write the main headings in correct sequence. Discuss the given topic with students. Note their responses and appreciate the good opinions. Ask the students to open their notebooks and start writing the information report. Circulate in the class while they are doing their work. Help them if they need be. Appraise the students for correct usage of checklist in informational report.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students random questions about the topic.

Homework:

(2 mins)

Complete the task of writing informational report if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Science and Technology in Everyday Life **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 114-126

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Ask students at random to tell if they can share the role of women in our society. Note their responses. Ask students at random to come in front of the class and tell their favourite female personality and which quality of their have inspired them the most. Make sure to involve all students in the activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 117. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Ask students to read the questions given in "Reading Comprehension section aloud. Recall the concept of personal response questions. Ask student to give example of a personal response questions. Note their responses. Recall the concept of fiction/non-fiction story. Make sure that students share names of some fictional stories as well.

Make pair of students. Ask them to practice the given dialogue with each other. Recall the concept of thesaurus use with students. Ask them to share what a synonym and an antonym is. Note their responses. Ask students at random to demonstrate how can we find a synonym in a thesaurus. Appreciate the student for correct demonstration. Recall the concept of preposition with students. Make two groups of students. ask each group to write three examples for movement and direction preposition. Make sure to involve all students in the activity.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking them what they know about coordinating and subordinating conjunctions.

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)	English	6		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: Science and Technology in Everyday Life **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 125-133

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 having a subordinating conjunction on the board and highlight its structure. Make two groups of students. Ask group one to share five sentences using coordinating conjunction. Write those sentences on board. Ask second group to share five sentences using subordinating conjunction. After writing these sentences on board. Appreciate all of them by clapping for their correct responses.

Main Activities/Concept Building: (27min)

Tell students that today they are going to revise and review some concepts. Recall the concept of punctuation marks, capitalisation with students. Ask students at random to write few sentences using correct capitalisation and other punctuation marks on board. Ask students at random to share their favourite place of Pakistan and share why they like it, also share some fact about the places. Note their responses. Now ask students open textbook page 127 and recall the elements of essay and the points how to write an essay. Ask random students to tell what kind of machines and devices they use in their daily lives. Ask them to tell what they like most about the technology. Note their responses. Ask students to tell what they understand by term 'purpose of the text'. Ask students to open page 133 and learn the difficult word meanings. Ask them to read the unit and underline any difficult word in the unit and help them understanding its meaning. Ask students to read the questions under 'Reading Comprehension' section one by one. Ask students at random to tell what a literal question is. Note their responses. appreciate them all for their correct answers.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

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

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)	English	6		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: Science and Technology in Everyday Life **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 pages 131-26

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. Ask students to discuss the different type of text with each other. Ask each pair to read the unit 'Science and Technology in Everyday Life' and notice its text type. Have them recall the elements of essay. Ask them to locate the introduction, supporting details/evidences and concluding sentences while reading the unit. Appreciate them for their active participation in the activity.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 134. Ask student to practice the given dialogue with their fellow students. Recall the concept of Connotation and Denotation. Ask students at random to tell what a Connotation and Denotation is. Ask some students at random to write few words on board and use in sentences of your own to use Connotation and Denotation. Recall the concept of Relative and Comparative Clauses. Make two columns on board. Ask students at random to write relative and comparative clauses in the columns on board. Appreciate them for correct answers. Recall the concept of Adjective phrases. Ask student to share some examples of adjective phrases with fellow students. Write a few sentences on board as well to demonstrate the concept.

Recall the types of sentences by sharing a few examples on board. Recall the concept of punctuation marks- capitalisation, exclamation, full stops apostrophes and commas with students. Write the sentences on board and ask students to punctuate them. Appreciate all students for their active participation in class.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Assess your students by asking random questions about Relative and Comparative Clauses.

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)	English	6		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 8**

Unit Name: Science and Technology in Everyday Life **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 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".

Ask students at random to recall informal report layout. Ask students randomly to sketch a layout on the board. Correct them if they commit mistake. Encourage them guide them if they need any assistance. Repeat this activity two to three time in order most of the students get chance to participate in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 140. Ask student to revise the procedure of writing information text/report with their fellow students. Recall the concept of revise, edit and rewrite. Ask students at Ask students to write an information text of 100 -150 words in their notebooks.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Assess your students by asking random questions about types of 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)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics.
- (Let's Get Started)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Poetry- rhymes. (Read first nine lines)

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".

Show the picture to students from the unit "The Quaid-e-Azam" and ask following pre-reading questions:

1. Whose picture is this?
2. What do you know about this personality?
3. What role did he play in the creation of Pakistan?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read two paragraphs from unit 'The Quaid-e-Azam'. Ask the students to open their books at page 143. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What is meant by "Quaid-e-Azam" in the first line?
2. Define the word "narrations" as used in the second line.
3. Explain the term "Islamic legislation" mentioned in the fourth line.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What is the main topic of these verses?
2. Why is Quaid-e-Azam mentioned as the founder of the nation?

Homework: (2 mins)

How did he work beyond imagination, according to the verses?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Recite the poem. (remaining lines)
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- Identify poetic elements for e.g., rhythm, similes, metaphors, and sensory images in poems.

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 to recall the unit "The Quaid-e-Azam". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. Why is it mentioned that Quaid-e-Azam made Pakistan an Islamic federation?
2. How might the people of Pakistan feel about Quaid-e-Azam based on these verses?
3. Why do you think the author emphasized Quaid-e-Azam's efforts beyond imagination?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 'The Quaid-e-Azam'. Ask students to open their books at page 143. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What qualities are attributed to Quaid-e-Azam in the poem?
2. Define the term "devoted leader" as it is used in the poem.
3. What does the word "preacher" mean in the poem?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. What is the main message about Quaid-e-Azam in these verses?
5. How did Quaid-e-Azam spread his message, according to the poem?

Homework: (2 mins)

What are some characteristics of Quaid-e-Azam mentioned in the poem?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Vocabulary **Date:**

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

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".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 144. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide given worksheet to students for assessment.

Homework: (2 mins)

Ask students at random the meaning of any word you have written on the board.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
founder	connection
narrations	law
creation	more than something
beyond	making
legislation	sayings
affiliation	making
Seekers	in a way that shows care
diligently	finders

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Questions and Answers **Date:**

Objective(s):

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

- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and Tag Questions.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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".

Ask students at random to tell what have learnt from the unit 'The Quaid-e-Azam'. Encourage them to tell the message of the unit 'The Quaid-e-Azam' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 144. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' 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. Appreciate the students who finish their work first to boost their confidence. Repeat the process for 'Reading for Understanding' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Who is the founder of Pakistan?
2. List down all the rhyming words from the poem.

Homework: (2 mins)

Recite the poem at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Questions and Answers **Date:**

Objective(s):

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

- Understand and answer the given questions.

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".

Tell them this poem is about praising and highlighting the qualities of Quaid-e-Azam, portraying him as a true and devoted leader. The verses emphasize his peaceful nature and his role as a good advocate and political leader. Overall, the poem celebrates the positive attributes and values associated with Quaid-e-Azam, portraying him as a leader who prioritized service and the dissemination of a meaningful message over personal gain.

Discuss this character of Quaid-e-Azam further with them. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 144. Read the statement from 'Reading for Inference' section. Ask them randomly to describe any three qualities of the Quaid-e-Azam told by the poet. Also ask them what is meant by for all his 'services he did not ask treasures' in the poem?

Then ask them to read the question from "Reading for Analysis" section. Ask them what the vision of Quaid-e-Azam was. And what will you do after realising the vision of Quaid-e-Azam? Write in a few lines. 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. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students by asking random questions from the 'Reading for inference' section.

Homework: (2 mins)

White in few lines about the character of Quaid-e-Azam?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Summary Skills **Date:**

Objective(s):

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

- Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.
- Use summary skills to:
 1. extract salient points and develop a mind map to summarize an expository text.
 2. transfer the written text to a table, diagram, flowchart or work plan.
- Read, think and Do it!

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".

Ask students to recall the unit 'The Quaid-e-Azam'. Ask students what are the main points of this unit. Help them tell that "The Quaid-e-Azam" is a leader who prioritized service and the dissemination of a meaningful message over personal gain. The emphasis is on his selfless service and dedication to spreading a message, without seeking personal treasures or material wealth. Appreciate the students on their active participation. Guide and help them if they cannot express themselves.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to summaries a unit. Tell them the process of writing a text into a simple, short form (shorter than the original text) that conveys the meaning properly is called summary writing. It covers the main points while avoiding unnecessary details so that the reader can have a complete idea of the main theme of the topic.

Activity: Ask students to open their books at page 145. Tell them to write a summary of a unit, they need to keep in mind the check list given at page 145. The first step is to read the unit. Secondly, note down the key points. Thirdly, start writing the summary of unit. Tell them to use simple words to keep it to the point. After writing the summary, proofread it and edit it if necessary. Now it is ready to share it with your friends. Appreciate them for their active participation in the writing activity. Guide and help those who have difficulty in writing summary.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write down the checklist of summary 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)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Listening and Speaking **Date:**

Objective(s):

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

- Present an argument and viewpoint with clarity of purpose and a convincing manner.
- Talk On...

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".

Divide students in 4 four groups to talk about Quaid-e-Azam, as a great political leader of Pakistan. Appreciate the students on their active participation. Guide and help them if they cannot express themselves.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue about the Quaid-e-Azam as great political leader of Pakistan and the role he played in establishing Pakistan. Ask students to open their textbooks at page 145. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to speak confidently using complex vocabulary and longer sentences to fulfil different purposes. The dialogue emphasizes the importance of being organized and prepared for school. Specifically, it highlights the need for Sara to check and organize her school materials, like her English book, in advance.

Activity: Make pairs of students and ask them to practise the given dialogue with correct pronunciation. After they have practiced the dialogue enough, ask the following comprehension questions:

1. What did Sara's mom say she needed to find before going to school?
2. Where did Sara eventually find her English book?
3. According to Sara's mom, what should Sara do at night before going to bed?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Why is it important for Sara to prepare her bag at night?
2. How does Sara feel about not being able to find her English book initially?

Homework: (2 mins)

What did Sara say she would do differently next time, according to the dialogue?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 8**

Unit Name: The Quaid-e-Azam **Topic:** Phrasal verbs **Date:**

Objective(s):

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

- Comprehend and use simple phrasal verbs (e.g., blow up, get angry).

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 following three sentences on the board:

"I ran into my friend at the park yesterday.

"Please remember to turn off the lights when you go out."

"I'll pick up the toys from the floor and put them in the toy box."

Ask students to point out the main verb in these sentences. Ask them to guess the meaning of these verbs. Also ask them why a preposition is used with these verbs. Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about phrasal verbs. Tell them a phrasal verb consists of a verb with a preposition or adverb or both. The meaning of a phrasal verb is different from the meanings of its separate parts.

Activity: Ask students to open their books at page 145. Ask them read the examples of phrasal verbs in statement 1 in the vocabulary section. Tell students to look at the verbs "grow up" which means to develop into an adult. Tell them that in this phrasal verb there are two parts: verb and preposition. Separately, "grow" means to undergo natural development by increasing in size and changing physically. "up" means towards a higher place or position. But altogether "grow up" means to develop into an adult. This is how the phrasal verbs work. In the sentence "Saad grew up in poverty and hunger," the phrasal verb is "grew up." A phrasal verb is a combination of a main verb and one or more particles (prepositions or adverbs) that together convey a different meaning than the individual words would suggest. Now ask students to find the meanings of these phrasal verbs and fill in the blanks with them as given in statement 2.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Find the meanings of these phrasal verbs in your dictionary and use them in your own sentences.
put on, left out, blow up, in touch

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)	English	6		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Unit Name: The Quaid-e-Azam

Topic: Phrasal verbs

Date:

Objective(s):

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

- Comprehend and use simple phrasal verbs (e.g., blow up get angry).

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 usage of phrasal verbs. Give them some phrasal verbs and ask them randomly to guess their meanings. Then ask them to separate verbs and prepositions and tell the meanings of these two parts. Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students in this activity.

Main Activities/Concept Building:

(20 mins)

Tell students that today they are going to comprehend and learn to use the phrasal verbs. Also tell them that a phrasal verb is a combination of words which have different meanings from the meanings of the individual words in expression.

Activity: Ask students to open their books at page 145. Let take example of "grow up" as a phrasal verb. "Grow up" is indeed a phrasal verb, and it is commonly used to describe the process of maturing or becoming an adult. The formation of phrasal verbs involves a main verb and one or more particles, typically prepositions or adverbs. In the case of "grow up," the main verb is "grow," and the particle is "up." Now let take "live in". In the sentence "He practically lives in his office," the phrasal verb is "lives in." Let's break down its formation: Main Verb: "Lives" - This is the main action verb, indicating the state of existence or habitation. Particle: "In" - In this case, "in" is a preposition indicating location or position. In the say way, see other examples and analyse their meanings.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(10 mins)

Provide given worksheet to students for assessment.

Homework:

(2 mins)

Recite the poem at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the correct phrasal verb from the word bank. Each phrasal verb should be used only once.

Word Bank: drop off, move in, wipe off, get off, find out

1. My family and I are going to _____ to our new house next month. We're excited to have a fresh start in a new place.

2. Don't forget to _____ the crumbs from the table after you finish eating. We want to keep our eating area clean.

3. Can you help me _____ these heavy bags from the car? They're too heavy for me to carry alone.

4. I need to _____ at the next bus stop. This is where my school is.

5. We decided to _____ about the upcoming school event. We're curious to know all the details and activities planned.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Post-modifiers **Date:**

Objective(s):

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

- Use post modifiers to go after a noun (e.g., the man in the blue shirt).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 147

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. 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 on board following three sentences and ask students at random to explain the quality of each subject in these sentences:

- The man in the blue shirt is running on the track.
- The house across the street is mine.
- I like the movie about the Quaid-e-Azam's life.

Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students in this activity.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn the usage of "postmodifiers". Tell them that postmodifiers come after a noun and give extra or specific information about it. They are a part of a noun phrase.

Activity: Ask students to open their books at page 147 of the grammar section. Then ask them to read and observe the use of postmodifiers in the given sentences in the statement 1. Let take first sentence. In the sentence "The man, in the blue shirt, is running on the track," the post modifier "in the blue shirt" provides additional information about the man. This phrase acts as a non-restrictive or non-essential element, meaning that if it were removed, the core meaning of the sentence would remain intact. Ask them take other sentences from the statement 1 and explain each sentence. Then, ask them to complete the given phrases by adding a postmodifier of your choice as instructed in the statement 2.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Please provide worksheet for assessment.

Homework: (2 mins)

Read the unit at home and revise difficult words found in it.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and then identify the part of the sentence that provides additional information and acts as a post-modifier. Then, write down the post-modifier.

1. The cat, with a fluffy tail, slept peacefully on the windowsill.

Post-Modifier: _____

2. The girl, wearing a red dress, won the first prize in the competition.

Post-Modifier: _____

3. The house, by the river, has a beautiful garden.

Post-Modifier: _____

4. The boy, carrying a backpack, walked to school with his friends.

Post-Modifier: _____

5. The tree, with colorful leaves, stood tall in the middle of the park.

Post-Modifier: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Adverbial phrases **Date:** _____

Objective(s):

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

- Identify and use adverb phrases in writing for different purposes.

Resource Material:

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

Ask students to recall use of adverb and its types. Ask them the position of adverb in the sentence. Then ask them randomly to make sentences using adverbs. Appreciate the ones who tells correctly. Repeat the process if you think they still cannot tell the right answer.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about recognition of adverb phrases. Tell students that an adverb phrase or adverbial phrase is simply a group of two or more words that functions as an adverb in a sentence. Just as an adverb can modify a verb, adjective or another adverb, an adverb phrase of more than one word can further describe a verb, adverb, or adjective. Adverb phrases typically answer the questions how, where, why or when something was done.

Activity: Ask students to open their books at page 147. Ask them to read the given sentences in the statement 3. *You should eat carefully.* The second sentence contains the adverb "carefully" to describe how to eat. You should eat very carefully. This sentence contains the adverb phrase "very carefully," which emphasizes how to eat. It employs a phrase instead of a single adverb. After that, ask students to read and note the adverbial phrases for 'when, where, how and why'.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What is adverbial phrase? What are its types? Give one example each.

Homework: (2 mins)

Read adverbial phrases from the grammar section.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Adverbial phrases **Date:** _____

Objective(s):

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

- Identify and use adverb phrases in writing for different purposes.

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".

Ask students to recall adverb phrase and tell its usage. Appreciate and encourage students for their active participation. Repeat the process if you think they still cannot tell the right answer. Guide and help them if they have difficulty in explaining.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about recognition of adverb phrases. Tell them that an adverbial phrase is a group of two or more words that function as an adverb in a sentence. For example, in the morning: This adverbial phrase modifies the verb and tells us when an action took place. For example, "She goes for a jog in the morning." Look at one more example: With great care: This adverbial phrase modifies the verb and describes how an action is performed. For instance, "He handled the fragile vase with great care."

Activity: Ask students to open their books at page 148 of the grammar section. Ask them read the following sentences and notice the use of adverbial phrases as in the statement 4. In the sentence "*Sajal painted very slowly.*", the adverbial phrase "very slowly" modifies the verb "painted" by providing information about the manner in which Sajal painted. It describes the speed or pace of the painting. Also note "*Sara very carefully painted the scene.*" The adverbial phrase "very carefully" modifies the verb "painted" by describing how Sara painted. It indicates that Sara painted with a high degree of care and attention to detail.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Improve the sentences by adding an adverbial phrase from the word bank given in the statement 5 at page 149.

Homework: (2 mins)

Add your own adverbial phrases to the sentences given in statement 6 at page 149.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Direct and indirect speech **Date:**

Objective(s):

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

- Differentiate between direct and indirect speech.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 149

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 revise the present, past and future tenses. Ask them to come to the board to construct sentences of present, past and future tenses. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn some rules of how to change direct speech into in direct speech. Also tell them that in direct speech, the original words of a speaker are reported that are always written with quotation marks. In indirect speech, we make some changes in the original words of the speaker and replace quotation marks with 'that'. We also remove the comma.

Activity: Ask students to open their books at page 149 of the grammar section. Ask them to note the rules mentioned. For example, the simple present tense changes to the simple past tense. However, there some exceptions. For habitual actions and universal facts, the tense remains the same. Haider says, "I go for a walk daily." Haider says that he goes for a walk daily. Also tell them that the present continuous tense changes to the past continuous tense. Ashar said, "He is going to school." Ashar said that he was going to school. In the same way, the present perfect tense changes into the past perfect tense. For example, He said, "I have worked in a shop." He said that he had worked in a shop. Then ask them randomly to read the statement 7 from the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

The present perfect continuous tense changes to what tense in indirect speech? Answer with example.

Homework: (2 mins)

Provide worksheet to students for homework.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence provided in direct speech. Convert the sentence into indirect speech. Pay attention to changes in pronouns, verb tenses, and other necessary adjustments.

1. **Direct Speech:** "We won the game!" exclaimed Yasmeen.

○ Indirect Speech: _____

2. **Direct Speech:** "The movie starts at 7 PM," announced the teacher.

○ Indirect Speech: _____

3. **Direct Speech:** "I have finished my homework," declared Javed.

○ Indirect Speech: _____

4. **Direct Speech:** "Let's have pizza for dinner," suggested Mom.

○ Indirect Speech: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Direct and indirect speech **Date:**

Objective(s):

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

- Differentiate between direct and indirect speech.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 149

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 and revise the rules of changing direct speech into indirect speech. Take one rule at a time and ask question about it. Ask them make sentences and change them into indirect speech. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to learn the usage of change direct speech into indirect question speech. For example, Ashar asked Hashir, "What are you doing?" Ashar asked Hashir what he was doing. Ask students to note that when changing direct speech (reported speech) that includes question words into indirect speech, there are several rules to follow. Here are the key rules for transforming questions into indirect speech: Change the Question Word: Replace the question word in the direct speech with an appropriate introductory phrase. For example: "Where are you going?" → He asked where I was going. Secondly, Change the Verb Tense: The tense of the reporting verb (e.g., said, asked) is usually shifted back one step in time. For example: "Are you coming?" → She asked if I was coming. Use 'if' or 'whether': Use 'if' or 'whether' to introduce indirect yes-no questions (questions that can be answered with 'yes' or 'no')."Will you be there?" → She asked if I would be there. Tell them they will also change the pronouns.

Activity: Ask them open their books at page 149 and read the given sentences of indirect speech.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide worksheet to students.

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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Change the following sentences from direct speech (questions) into indirect speech, following the rules provided.

1. Direct Speech: Ashar asked Hashir, "Where are you going?"

Indirect Speech: _____

2. Direct Speech: Ashar asked Hashir, "Are they coming to the party?"

Indirect Speech: _____

3. Direct Speech: Ashar asked Hashir, "Can I use your computer?"

Indirect Speech: _____

4. Direct Speech: Ashar asked Hashir, "What time is the train leaving?"

Indirect Speech: _____

5. Direct Speech: Ashar asked Hashir, "Will you help me with my homework?"

Indirect Speech: _____

6. Direct Speech: Ashar asked Hashir, "May I have some ice cream?"

Indirect Speech: _____

7. Direct Speech: Ashar asked Hashir, "Have you finished your work?"

Indirect Speech: _____

8. Direct Speech: Ashar asked Hashir, "Did she call me last night?"

Indirect Speech: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Direct and indirect speech **Date:**

Objective(s):

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

- Differentiate between direct and indirect speech.

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".

Ask students to recall and revise the rules of changing direct speech (question words) into indirect speech. Take one rule at a time and ask question about it. Ask them make sentences and change them into indirect speech. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to change tenses from direct speech to indirect speech. Ask students to open their books at page 150 and read the rules of tense changes in indirect speech. For example, note that the present continuous tense changes to the past continuous tense. For example, Ashar said, "He is going to school." Ashar said that he was going to school. Ask them also note the present perfect tense changes into the past perfect tense. See the example, He said, "I have worked in a shop." Similarly, tell them to note the present perfect continuous tense changes into the past perfect continuous tense. They said, "We have not been playing games for many days." For instance, they said that they had not been playing games for many days. Ask them read and note the how question words change into reported speech.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

How will the modal verbs: (shall, can, may, do/does and did) be changed into indirect speech?

Homework: (2 mins)

Read the rules of direct and indirect speech at page 150 and 151.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 8

Unit Name: The Quaid-e-Azam

Topic: Direct and indirect speech

Date:

Objective(s):

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

- Differentiate between direct and indirect speech.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 151

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 with a quick discussion about the difference between speaking and writing. Ask students to share examples of things they might say to their friends and things they might write in a letter or report. Tell them that when we report someone's exact words, we use direct speech. We use quotation marks to show that the person is speaking. Also tell them that when we report what someone said without using their exact words, we use indirect speech. We often need to change the pronouns, time expressions, and verb tenses.

Main Activities/Concept Building:

(22 mins)

Tell students that today are going to practice direct and indirect speech in writing.

Activity 1: Provide students with flashcards containing sentences in direct speech. Have them read the sentences aloud and identify the person speaking. Emphasize the use of quotation marks. Then, provide flashcards with sentences in direct speech and ask students to convert them into indirect speech. Guide them through the process of changing pronouns, time expressions, and verb tenses. Finally, divide the class into pairs. Give each pair a set of sentences in direct speech. Have them work together to convert the sentences into indirect speech. Encourage peer collaboration and offer assistance as needed.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(10 mins)

Ask students to come to the board and transform the sentences into indirect speech as an assessment.

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)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Punctuation **Date:**

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, quotation marks, full stops, apostrophes and commas.

Resource Material:

Chalk/Marker, White/Blackboard, flashcards, Textbook page 152

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 different punctuation marks on the board, and have students guess what each one represents. Encourage them to share when and why they think each punctuation mark is used. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the poem again and punctuate it by adding correct punctuation.

Activity: Ask them open their books at page 152. Show flashcards with different punctuation marks. Discuss the purpose of each mark and provide examples. Use these as visual aids throughout the lesson. Write sentences from the poem on the board with missing punctuation marks. Discuss the correct placement of punctuation marks in each sentence. Allow students to take turns identifying and placing the correct punctuation marks. Then, divide the class into small groups. Give each group a set of sentences from the poem with missing punctuation. Have them work together to add the appropriate punctuation marks. Rotate the groups to ensure everyone has a chance to practice.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Rewrite the indirect quotations as direct quotations. Add punctuation as needed as given in statement 1 at page 152.

Homework: (2 mins)

Ask students to recite the poem with correct intonation and pause applying the quotation marks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Punctuation **Date:** _____

Objective(s):

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

- Use summary skills to write an objective summary of the given text, distinct from personal opinion and judgement.
- Proofread and edit texts for errors of sentence structure, subject/verb agreement, noun/pronoun agreement, connectives, punctuation and spelling.

Resource Material:

Chalk/Marker, White/Blackboard, Sentence strips, Textbook page 152

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 unit 'The Quaid-e-Azam'. Ask students what are the main points of this unit. Help them tell that "The Quaid-e-Azam" is a leader who prioritized service and the dissemination of a meaningful message over personal gain. The emphasis is on his selfless service and dedication to spreading a message, without seeking personal treasures or material wealth. Appreciate the students on their active participation. Guide and help them if they cannot express themselves.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to punctuate the given text from the book. Ask student to open their books at page 152. Ask them read the text aloud as a class, emphasizing punctuation pauses and intonation. Introduce the punctuation marks used in the text: period, question mark, exclamation mark, and comma. Break the text into smaller sections on the whiteboard. Ask students to come up and add appropriate punctuation marks to the text, explaining their choices. Ask students why this punctuation marks fits here. Furthermore, divide the class into small groups and provide each group with a sentence strip containing a section of the text without punctuation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Evaluate student participation in class activities and discussions.

Homework: (2 mins)

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Punctuate the following sentences by adding the correct punctuation marks (period, question mark, exclamation mark, or comma). Write the corrected sentences on the lines provided.

1. quaid-e-azam the founder of nation

○ _____
○

2. every soul knows his great narrations

○ _____
○

3. he was the cause of Pakistans creation

○ _____
○

4. on the differences between culture and tradition

○ _____
○

5. he worked hard beyond our imagination

○ _____
○

6. and worked according to Islamic legislation

○ _____
○

7. he made this country an Islamic federation

○ _____
○

8. and all Islamic countries are her affiliation

○ _____
○

9. quaid-e-azam was a true and devoted leader

○ _____
○

10. he was the peaceful and good preacher

○ _____
○

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Summary of poem **Date:** _____

Objective(s):

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

- Creative Writing
- Write summary of the given poem.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 152

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 with a brief discussion on what a summary is and why it is important. Ask students to recall the poem "Quaid-e-Azam". Discuss any unfamiliar words or phrases and ensure students understand the overall theme or message of the poem.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to write summary of the poem in prose form. Discuss the elements of the poem, including its structure, tone, and key ideas. Introduce the concept of summarizing as a way to capture the main points of the poem in a shorter form. Ask students to discuss the process of identifying key elements and condensing them into a few sentences. Ask them read section of the poem as a class. Guide students through the process of identifying key points and writing a summary together.

Activity: Ask students to open their books at page 143. Have students read the entire poem independently and then write their own summaries on individual whiteboards or in their notebooks. Pair students and have them exchange summaries for peer review. Encourage constructive feedback based on clarity, completeness, and accuracy. Allow students to revise their summaries based on peer feedback and your guidance.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Invite a few students to share their summaries with the class.

Homework: (2 mins)

Read a poem at home and write a summary following the same process.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: The Quaid-e-Azam **Topic:** Writing a poem **Date:** _____

Objective(s):

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

- Creative Writing; Write a poem.

Resource Material:

Chalk/Marker, White/Blackboard, Poetry books, Textbook page 153

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 with a class discussion about nature. Ask students to share their thoughts on what nature means to them. Show images of different aspects of nature (forests, rivers, animals) and discuss the emotions or feelings they evoke.

Main Activities/Concept Building: (20 mins)

Tell students that they are going to write a poem today. Read a short and simple nature poem to the class. Discuss poetic elements like imagery, emotions, and rhythm with them. Discuss the characteristics of a poem (short lines, expressive language, use of imagery). Introduce the idea that a poem about nature can focus on specific elements, such as a particular scene or the feelings nature evokes. Ask students to brainstorm ideas for a nature poem on the whiteboard. Discuss how to use descriptive language to capture the essence of nature. Then, ask them write a simple example poem together, focusing on imagery and emotions. Have students start drafting their nature poems independently, using the brainstormed ideas. Once they have drafted the poems, pair students and have them share their poems with a partner. Encourage them to give constructive feedback based on the use of descriptive language, imagery, and emotions. Allow students to revise their poems based on peer feedback and your guidance.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Invite a few students to share their nature poems with the class.

Homework: (2 mins)

Ask students to write a short paragraph about why they chose their specific nature scene or moment for their poem.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Develop conversation for clarity and effect to engage a listener. (Let's Get Started)
- Read the text of the lesson. (*First four paragraphs*): Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Narratives. Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 155

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show the picture to students from the unit "Reward of Cleanliness" and ask following pre-reading questions:

1. Do you keep your school clean? Why?
2. Why do you want your surroundings to be clean?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students Tell students that today they are going to read two paragraphs from unit 'Reward of Cleanliness'. Ask the students to open their books at page 155. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. Who is the main character in the story?
2. What kind of boy was Habib in the beginning of the story?
3. How did Habib make the classroom look messy and dirty?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How did Habib's classmates feel about his mischievous behaviour?
2. Why did Miss Maria have a talk with Habib?

Homework: (2 mins)

Did Habib listen to Miss Maria's advice? Why or why not?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Read the text of the lesson. (Next two paragraphs).
- Skim the text to extract the main idea and relevant information from a text/paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 155

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 unit "Reward of Cleanliness". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. What were some of the things Habib did to create a mess in the classroom?
2. How did Habib's classmates react to his mischief?
3. What did Miss Maria try to make Habib understand during their talk?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 'Reward of Cleanliness'. Ask students to open their books at page 155. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What plan did Miss Maria come up with to encourage cleanliness in the classroom?
2. What incentive did Miss Maria offer to the students for keeping the classroom neat and clean?
3. What was the special reward announced by Miss Maria for the student with the most stars at the end of the month?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How did the students react to Miss Maria's plan?
2. What did the students have to do to earn stars from Miss Maria?

Homework: (2 mins)

1. How did the students feel about the opportunity to earn stars and the special gift?
2. What did the students do every day to maintain cleanliness in the classroom?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Read the text of the lesson. (Remaining paragraphs).
- Select, collate and summarise ideas from texts by paraphrasing them in the simple but correct language.
- Draw conclusions and make simple generalisations (such as the moral of a story).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 156

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 unit 'Reward of Cleanliness'. Ask them randomly following questions:

1. How might Habib's decision to not join the cleanliness effort affect his chances of getting stars and the special gift?
2. Do you think Miss Maria's plan will be successful in changing Habib's behaviour? Why or why not?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read remaining paragraphs of the unit. Ask students to open their books at page 156. Ask them to read the remaining unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What did Miss Maria tell the students about cleanliness and Allah?
2. Which verse from the Holy Quran did Miss Maria quote, and what did it say about cleanliness?
3. What famous saying of Prophet Muhammad did Miss Maria share, and what did it emphasize about cleanliness?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How did Habib react to the verse and saying of Prophet Muhammad about cleanliness?
2. What changes did Habib make in his behavior after hearing the teachings about cleanliness?

Homework: (2 mins)

1. How did Habib express his apology to his teacher and classmates?
2. How did Miss Maria reward Habib for his improved behaviour?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 8**

Unit Name: Reward of Cleanliness **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 157

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 157. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide students with worksheet for assessment.

Homework: (2 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)	English	6		40 min

Worksheet

Name: _____

Date: _____

Choose correct meanings of the given words.

1. Grumble:

- A. Advice, especially that given formally
- B. Complain about something in a bad-tempered way
- C. In a way that shows care in one's work or duties

2. Counsel:

- A. Advice, especially that given formally
- B. Express warm approval or admiration of
- C. Tempt someone to do something, especially by offering a reward

3. Diligently:

- A. In a way that shows care in one's work or duties
- B. Throw in various random directions
- C. Pay attention to

4. Praised:

- A. Express warm approval or admiration of
- B. Cause trouble in a playful way
- C. Tempt someone to do something, especially by offering a reward

5. Lure:

- A. Tempt someone to do something, especially by offering a reward
- B. Throw in various random directions
- C. Complain about something in a bad-tempered way

6. Scatter:

- A. Throw in various random directions
- B. In a way that shows care in one's work or duties
- C. Pay attention to

7. Heed:

- A. Pay attention to
- B. Cause trouble in a playful way
- C. Express warm approval or admiration of

8. Mischievous:

- A. Cause trouble in a playful way
- B. Complain about something in a bad-tempered way
- C. In a way that shows care in one's work or duties

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Questions and Answers **Date:**

Objective(s):

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

- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and Tag Questions.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 157

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Recall the unit 'reward of cleanliness' with students. Make pairs of students. Ask each pair the following warm up questions to tell what they have learnt from the unit:

1. How did Habib's transformation from a naughty boy to a model student affect his life and the lives of those around him?
2. What lesson do you think the story teaches about the connection between cleanliness, personal growth, and success in life?

Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions.

Activity: Ask students to open their textbooks at page 157. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' 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. Appreciate the students who finish their work first to boost their confidence.

Repeat the process for 'Reading for Understanding' and 'Reading for Inference' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Why do you think Habib's classmates forgave him, and how did his actions impact the classroom environment?

Homework: (2 mins)

What is the main problem discussed in this story of Habib?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Questions and Answers **Date:**

Objective(s):

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

- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 157

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students at random to tell what have learnt from the unit 'reward of cleanliness?'. Ask them following warm up questions:

1. What changes did Habib make in his behaviour after Miss Maria's talk about cleanliness and the teachings she shared?
2. What did Miss Maria do to reward Habib for his improved behaviour?
3. How did Habib's classmates respond to his efforts to change and improve?

These warm-up questions can help engage students and prepare them for further discussion or activities related to the dialogue. Encourage them to express their opinion on the issue. Help and guide them to participate and respect the opinions of others. Make sure to involve maximum students.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Tell students that questions can be of different types. Recall the concept of literal questions as well. Ask students to open their textbooks at page 157. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Analysis' section aloud. Ask them to listen carefully. Ask them

Cleanliness keeps us closer to others. Isn't it? Share your opinion in detail. Also ask them randomly that what benefits we get from cleanliness. Ask them share their point of view.

Encourage them to find the answers on their own. Correct them if they give wrong answers. Write the correct answers on the board and ask them to write answers in their notebooks. Help them while they are writing the answers. Appreciate the ones who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess students by asking random questions from the unit.

Homework: (2 mins)

Read the difficult words of the unit.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Questions and Answers **Date:**

Objective(s):

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

- Analyse rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader.
- Read, think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 158

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 with a brief discussion about the moon. Ask students what they know about the moon and how it is described in poems, stories, or songs. Share interesting facts about the moon to pique their curiosity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a poem from page 158 of 'reading' section. Read the poem aloud as a class, encouraging students to follow along silently. Then ask one of the students to read it aloud with correct intonation. Ask students to discuss the imagery and themes present in the poem and ask them explore the personification of the moon and the different things it shines upon. Ask them identify key elements such as the cat, mouse, dog, bat, flowers, and children, and their behaviours in relation to the moon. Guide students through the process of identifying the main idea by highlighting key phrases on their individual notebooks. Ask students to reread the poem individually and jot down key phrases or lines that they think represent the main idea.

Activity: Form small groups and have students share their chosen phrases. Encourage discussion and collaboration to refine their understanding of the main idea. Groups can create a visual representation on chart paper to showcase their interpretation. Invite each group to share their visual representation and explain why they chose certain phrases as the main idea. Discuss any differences in interpretations and the reasons behind them.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Evaluate students based on their participation in class discussions and activities.

Homework: (2 mins)

Ask students to write a paragraph explaining the main idea of the poem in their own words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Speaking and Listening **Date:** _____

Objective(s):

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

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.....Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 158

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 on the board 'what is your experience at a new restaurant'. Help them with some key elements include the difficulty finding the restaurant, challenges with parking, the crowded atmosphere, the wait time for orders, the restaurant's service and cleanliness. Divide students into four groups and ask them to discuss the topic and its various aspects of overpopulation. Also discuss its pros and cons. Ask group leader to in front of the class summarize the discussion in three or four points.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue between Habib and Fazeel about their experience at a new restaurant. Ask students to open their textbooks at page 158. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation. Tell students that this dialogue is about Fazeel's experience at a new restaurant. Key elements include the difficulty finding the restaurant, challenges with parking, the crowded atmosphere, the wait time for orders, the restaurant's service and cleanliness, and Fazeel's overall dissatisfaction with the food.

Activity: Now make pairs of two students randomly to play the role of Habib and Fazeel. Instruct them to speak the dialog with correct intonation and stress pattern. Then assign other pairs of students to the same dialogue for speaking practice. At end of this activity ask following questions:

1. Where did Fazeel go, and what did he want to know from Habib?
2. What problem did Fazeel and the Habib have in finding the restaurant?
3. After reaching the restaurant, what was the additional problem they faced?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How did Fazeel describe the atmosphere at the restaurant?
2. What did Fazeel say about the service and cleanliness of the restaurant?

Homework: (2 mins)

What does Habib say about going to crowded restaurants?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: Reward of Cleanliness **Topic:** Use of idioms **Date:**

Objective(s):

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

- Comprehend and use simple Idioms (e.g., lend a hand help)

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 159

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 sentence on the board and read it aloud. Ask students to guess the meaning of hit the hay in this sentence:

After a long day of outdoor activities, the campers were ready to hit the hay and get a good night's sleep.

Help and guide them to participate and respect the opinions of others. Make sure to involve maximum students.

Main Activities/Concept Building: (20 mins)

Tell students that they are going to learn about usage of idioms. Tell students that an idiom is a group of words whose meaning is different from the meanings of the individual words. The vocabulary and grammar of an idiom is fixed. We can't change it otherwise we lose the real meaning. For example, an idiom has a meaning you can't figure out from the individual words. Knowing the words "hot" and "potato" won't help you understand the idiom "hot potato" meaning an "awkward situation".

Activity: Ask students to open their books at page 159 of 'vocabulary' section. Ask them read given idioms and their meanings. Let's take first idiom: a fish out of water which means 'someone in an uncomfortable situation'. Now let's put in the sentence: On my first day at new school, I felt like a fish out of water.' In the same way, read the rest of idiom and try to understand their meaning.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide students worksheet for practicing the use of idioms.

Homework: (2 mins)

Find idioms from dictionary and read their meanings.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and identify the idiom used. Then, write down the figurative meaning of the idiom. The idioms are *italicised* and underlined.

1. After finishing his homework, Javed decided to *hit and hay* and get a good night's sleep.

Figurative Meaning:

2. Sarah was nervous about her dance performance, but she decided to *bite the bullet* and give it her best shot.

Figurative Meaning:

3. The new video game was so expensive; it seemed to *cost an arm and a leg*.

Figurative Meaning:

4. Instead of telling a long story, Saalim preferred to *cut to the chase* and get straight to the point.

Figurative Meaning:

5. When the teacher asked a difficult question, Maryam *hit nail to the head* and answered confidently.

Figurative Meaning:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: Reward of Cleanliness **Topic:** Use of idioms **Date:**

Objective(s):

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

- Comprehend and use simple Idioms (e.g., lend a hand help), Find and Learn

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 159

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 use of idioms. Discuss the importance of idioms in everyday language and how they add colour to communication. Review some of the idioms learned during the lesson. Provide examples of simple idioms to make the concept more relatable, such as "raining cats and dogs" or "break a leg."

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn about usage of idioms. Tell students that an idiom is a group of words whose meaning is different from the meanings of the individual words. The vocabulary and grammar of an idiom is fixed. We can't change it otherwise we lose the real meaning. For example, an idiom has a meaning you can't figure out from the individual words. Knowing the words "hot" and "potato" won't help you understand the idiom "hot potato" meaning an "awkward situation".

Activity: Tell students the concept of figurative language and how idioms add creativity to language. Discuss the literal and figurative meanings of a few idioms to emphasize the difference. Introduce a fun activity where students act out or illustrate idioms. For example, act out "raining cats and dogs" or draw a picture representing "the ball is in your court." Allow students to come up with their interpretations and share them with the class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Review some of the idioms learned during the lesson.

Homework: (2 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)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: Reward of Cleanliness **Topic:** Adjectives from Noun **Date:** _____

Objective(s):

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

- Form adjectives from nouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 160

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write three or four following pair of words on the board:

Joy: Joyful ; Power: Powerful; Beauty: Beautiful; Nature: Natural

Now ask students randomly what the difference in these pair of words is in meaning and grammar.

Repeat the process three to four times. Make sure to engage all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn making adjectives from noun. Tell them we can make adjectives from noun by adding suffixes to nouns. Focus on the example given the in warm up activity.

Activity: Ask them to open their books at page 160 of the "Grammar Section". Ask them read the given examples and notice their formation at page 160. Let take some example how to form adjectives from nouns by adding suffixes (al,ial; ic, ical; etc) to nouns. By adding the suffix "-ful" to the noun "joy," you create the adjective "joyful," which describes something that is full of joy or brings happiness. Similarly, the adjective "natural" is formed by using the same word as the noun. It describes something that is in its natural state, unaffected by human intervention or artificial processes. And in the same fashion, the suffix "-al" is added to "logic" to create the adjective "logical," indicating something that is based on sound reasoning, rational thinking, or logical principles. After this explanation, now ask students randomly to change the given nouns into adjectives and use them in the correct sentences as instructed in the statement 1.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write few nouns on the board and ask students at random to form adjectives from them.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 8**

Unit Name: Reward of Cleanliness **Topic:** Use of Gerunds **Date:** _____

Objective(s):

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

- Understand the use of gerunds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 161

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 with a quick review of action verbs. Ask students to provide examples of action verbs and write them on the board. Ask them randomly to write few action verbs on the board. Repeat the process three to four times. Make sure to engage all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to usage of gerund. Tell them that a gerund is a specific form of a verb that functions as a noun in a sentence. It is created by adding the suffix "-ing" to the base form of the verb. Gerunds are used to describe an action or activity, often emphasizing the process of the action rather than its completion. For example: Swimming is good exercise. (Here, "swimming" is the gerund and acts as the subject of the sentence.). Also tell them that infinitives can function as nouns, adjectives, or adverbs within a sentence.

Activity: Ask students to open their books 161 of 'Grammar Section'. Ask them read the given sentences and observe the use of gerunds in the statement 2. After that ask them to write your own sentences using the given gerunds in the statement 3.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to explain gerunds and how it different with other action verbs. Ask them randomly say three gerunds.

Homework: (2 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)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Direct and indirect speech **Date:**

Objective(s):

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

- Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 162

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 reviewing the concept of direct and indirect speech. Write a few examples of direct speech on the board and ask students to identify them. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (20 mins)

Tell students that they are going to learn some rules of how to change direct speech into in direct speech. Also tell them that in direct speech, the original words of a speaker are reported that are always written with quotation marks. In indirect speech, we make some changes in the original words of the speaker and replace quotation marks with 'that'. We also remove the comma.

Activity: Ask students to open their books at page 162 of the grammar section. Ask them to note the rules mentioned. For example, the simple present tense changes to the simple past tense. However, there some exceptions. For habitual actions and universal facts, the tense remains the same. Haider says, "I go for a walk daily." Haider says that he goes for a walk daily. Also tell them that the present continuous tense changes to the past continuous tense. Ashar said, "He is going to school." Ashar said that he was going to school. In the same way, the present perfect tense changes into the past perfect tense. For example, He said, "I have worked in a shop." He said that he had worked in a shop. Then ask them randomly to read the statement 5 from the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide worksheet to students to assess them.

Homework: (2 mins)

Assign a few sentences for homework where students need to change the tense from present to past in indirect speech.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Worksheet

Name: _____

Date: _____

**Change the following sentences from direct speech to indirect speech.
Pay attention to changing the tense from present to past.:**

1. **Direct Speech:** She said, "I love playing the piano."

Indirect Speech (Past Tense): She said that _____.

2. **Direct Speech:** "We are going to the park," he said.

Indirect Speech (Past Tense): He said that _____.

3. **Direct Speech:** "The movie starts at 7 PM," they said.

Indirect Speech (Past Tense): They said that _____.

4. **Direct Speech:** "I enjoy reading books," she said.

Indirect Speech (Past Tense): She said that _____.

5. **Direct Speech:** "We have a math test tomorrow," he said.

Indirect Speech (Past Tense): He said that _____.

6. **Direct Speech:** "The sun sets in the west," they said.

Indirect Speech (Past Tense): They said that _____.

7. **Direct Speech:** "I will call you later," he said.

Indirect Speech (Past Tense): He said that _____.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Direct and indirect speech **Date:**

Objective(s):

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

- Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.

Resource Material:

Chalk/Marker, White/Blackboard, sentence flashcards, Textbook page 162

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 reviewing the concept of direct and indirect speech. Write a few examples of direct speech on the board and ask students to identify them. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn some rules of how to change direct speech into in direct speech. Also tell them that in direct speech, the original words of a speaker are reported that are always written with quotation marks. In indirect speech, we make some changes in the original words of the speaker and replace quotation marks with 'that'. We also remove the comma.

Activity: Explain that indirect speech is when we report what someone else has said without quoting their exact words. Introduce the concept of changing the tense from present to past in indirect speech. Use sentence flash cards to demonstrate how to change sentences from direct to indirect speech, focusing on changing the tense from present to past. Discuss the changes as a class. Then, write a few sentences on the board in direct speech and guide students through the process of changing them to indirect speech with a change in tense. Divide the class into small groups. Provide each group with a set of sentence cards containing examples of direct speech. Ask them to sort the cards into two groups: present tense and past tense. Each group should discuss their sorting and explain the changes in tense for the sentences they sorted into the past tense category.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write few sentences in direct speech on the board and ask students randomly to change to indirect speech.

Homework: (2 mins)

Ask students to revise the rules of direct and indirect speech at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** punctuation **Date:**

Objective(s):

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

- Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards of punctuation marks, sentence strips, Textbook page 164

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 with a quick punctuation game. Show the punctuation marks flashcards and ask students to identify and explain when to use each one (exclamation mark for excitement, question mark for questions, and period for statements). Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to practice the usage of punctuation marks today. Ask them open their books at page 164. Ask students read the sentences from the book without punctuation marks. Discuss as a class which punctuation marks are needed in each sentence and why.

Activity: Use sentence strips with sentences from the text. Ask students to come up and add the appropriate punctuation marks to each sentence on the whiteboard. Discuss the choices made and the rules for using each punctuation mark. Write a few sentences on the board without punctuation. Ask students to suggest where the punctuation marks should go, and model the correct placement. Then, Write a few sentences on the board without punctuation. Ask students to suggest where the punctuation marks should go, and model the correct placement. Furthermore, Divide the class into small groups. Give each group a set of sentence strips without punctuation marks. The groups must work together to add the correct punctuation and then run to the front of the class to show their correctly punctuated sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students randomly the usage of punctuation marks.

Homework: (2 mins)

Ask students create punctuation art on a piece of paper, incorporating the punctuation marks they learned. This can serve as a fun and creative way to reinforce the lesson.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: Reward of Cleanliness **Topic:** Descriptive writing **Date:** _____

Objective(s):

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

- Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 164

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 with a brief discussion about the five senses (sight, hearing, touch, taste, and smell). Ask students to share their favourite descriptive words associated with each sense.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn how to write a short descriptive paragraph. Tell them that a descriptive paragraph gives a detailed description of a person or an object. It tells us what something looks, sounds, smells, tastes, or feels like. It gives a detailed description of a person, place or object in such a way that it becomes easier for the reader to visualise the experiences of the writer.

Activity: Read a short descriptive paragraph or excerpt from literature. Discuss as a class what makes the writing descriptive and engaging. Highlight the use of vivid details and sensory language. Have the class participate in guided writing. Choose another object or picture prompt and write a descriptive paragraph together as a class, encouraging student input and suggestions. Then, ask students to choose an object from their surroundings or use a picture prompt to write their own descriptive paragraph in their writing journals. Encourage them to focus on incorporating sensory details.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Select a few students to share their descriptive paragraphs with the class.

Homework: (2 mins)

Write a paragraph about 'A Clean Park'.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

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

Unit Name: Reward of Cleanliness **Topic:** Review 3 **Date:**

Objective(s):

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

- Review 3

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Make two groups of students. Give them the topic "does recycling helps in cleanliness?". Ask the to recall the unit. Select on group leader from each group who will be the moderator of the discussion. Intervene if it is necessary. Ask group leaders to come in front of the class and summarise the points of discussion. Appreciate the for their participation in this discussion.

Main Activities/Concept Building: (23 mins)

Tell students that today we are going to review the previous units. Ask students to open their books at page 166 of "Reading Comprehension" section. Ask them randomly to make sentences by using the given vocabulary in statement 1. Secondly, ask students at random the given questions in statement 2. Then ask them Match the idioms with their correct meanings in the statement 2 of the vocabulary section in review 3.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students meanings of some idioms.

Homework: (2 mins)

Recite the poem on Quaid-e-Azam.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: Reward of Cleanliness **Topic:** Review 3 **Date:**

Objective(s):

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

- Review 3

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 167

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write the following sentences on the board and ask students at random one by one identify adjectives and their types:

1. Naheed was wearing a pretty dress on her birthday. _____
2. There is a white pillow on the bed. _____
3. I saw an empty jar in the kitchen. _____
4. My rabbit has soft fur. _____

Call one student randomly to come to the board and underline the adjective. Once he/she has identified the adjective ask him\her the type of the adjective. Repeat the process three to four times. Encourage students for their active participation. Help and guide them if they need any assistance.

Main Activities/Concept Building: (25 mins)

Tell students Tell students today they are going to review previous units. Ask them to open their books at page 167 of "Grammar" section. Ask them fill in the given blanks with the correct prepositions of position in the statement 1 of the grammar section. Then ask them to read the given sentences and write their kinds in the given blanks in the statement 3 of the grammar section. Ask them circle the infinitives in the given sentences in the statement 4. And finally ask them change the given sentences into indirect speech in the statement 5.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7mins)

What are the main elements of descriptive paragraph? Ask students randomly.

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)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: The Quaid-e-Azam **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 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 sit in a circle. Write following warm up questions on the board:

1. What is meant by "Quaid-e-Azam" in the first line?
2. What qualities are attributed to Quaid-e-Azam in the poem?
3. Define the term "devoted leader" as it is used in the poem.
4. What does the word "preacher" mean in the poem?

Now ask students the above question one by one. Appreciate their participation in this discussion.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 143. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Ask students to read the questions given in "Reading Comprehension section aloud. Recall the skill of summarising a poem. Ask them the basic elements of it? Make pair of students. Ask them to practice the given dialogue between mother and Sara with each other at page 145. Then ask them about the phrasal verbs. Ask them recall the usage of phrasal verbs in English language. Also ask them the usage of postmodifiers. Revise the rules of direct and in direct speech. Give some sentences to change them into indirect speech.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students randomly the characteristics of Quaid-e-Azam.

Homework: (2 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)	English	6		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 8**

Unit Name: Reward of Cleanliness **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 157

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 recall the unit "reward of cleanliness". Show the picture to students from the unit "Reward of Cleanliness" from page 154 and 155 and ask following pre-reading questions:

1. Do you keep your school clean? Why?
2. Why do you want your surroundings to be clean?
3. Why would Habib's classmates complain about his behaviour?
4. How did Miss Maria teach Habib the importance of cleanliness?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 157. Ask student to practice the given dialogue with their fellow students. Recall the concept of formal and informal of language while speaking. Ask students at random the difference between literal and nonliteral meaning. Ask some students at random to write few literal and nonliteral meaning words on board and use them in sentences of their own. Ask them recall usage of idioms. Ask them randomly few idioms and their meaning. Then ask them use them into their own sentences. Ask them recall how adjectives are formed from nouns. What suffixes are added with noun to make adjectives. Ask them randomly to give three examples of such adjectives. Ask them the difference between infinitives and gerunds.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write three examples of gerunds and infinitives each.

Homework: (2 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)	English	6		40 min