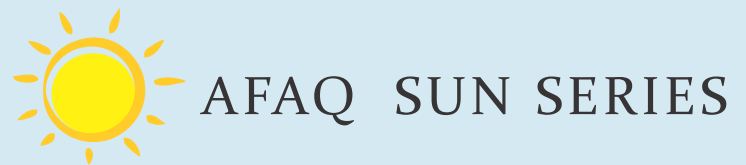




ENGLISH



Based on Single National Curriculum 2022

Grade

Primer - B



Lesson Plans



An ISO 9001:2008
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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 1

Unit Name: --

Topic: Orientation

Date:

Objective(s):

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

Introduce themselves to each other.

Resource Materials:

Chalk/marker, white-/blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Welcome students to their new class by using greeting words and polite expressions. Say to them that they will learn a lot of new things and do activities in this class.

Main Activities/Concept Building:

(27 min)

Tell them that first they will introduce themselves and make new friends. Introduce yourself to them in simple sentences. For example: I am _____ (your name). I am your English teacher. My favourite colour is pink. You may write these sentences on the board.

Ask students to introduce themselves one by one. Maintain eye contact with students and keep a smile on your face. Make sure that students participate in the activity without hesitation. Encourage them to speak and share more about themselves one by one.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell the names of their father and mother.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Unit Name: --

Topic: Orientation

Date:

Objective(s):

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

Use courtesy words.

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'.

Welcome students in the class. Ask students to tell how they are feeling today. Ask them to tell did they like their new class.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn simple greetings. Share simple rules with them:

- When we greet someone, we should say 'Assalaamu Alaikum', and shake our right hand with them.
- If someone says 'Assalaamu Alaikum' to us, we should say, 'Wa Alaikum Assalaam'.
- During the introduction, you must maintain eye contact with other students and keep a smile on your face.

Role-play Time:

Call students one by one in front of the class and extend your right hand to them. (Make sure they also extend their right hand.) Say to him/her 'Assalaamu Alaikum (their name)', and shake the right hand with them. Wait for the student to say 'Wa Alaikum Assalaam'. After that, ask about their likes. Repeat this until you have greeted every child. Give positive remarks (like 'good', 'well done' and 'excellent') to all students for participating in the activity.

Sum-up:

(3 min)

Summarise the concept of greetings to students by saying that it is good to say Assalaamu Alaikum and Wa Alaikum Assalaam while greeting others.

Assessment:

(5 min)

What should we say when anyone says Assalaamu Alaikum?

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

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

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

Objective(s):

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

Enjoy while playing.

Resource Materials:

Chalk/marker, white-/blackboard, play dough

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Ask students to tell do they like playing games. Encourage them to tell about their favourite games. Ask them to tell do they like to play with their siblings or friends.

Main Activities/Concept Building: (27 min)

Tell students that they are going to have some fun today. Tell students that today they will play with dough. Have them sit in a circle. Bring different coloured play dough in the class. Give it to students. Ask students to make different shapes, faces or animals with play dough. Tell them that they can also make letters shape with play dough. Help them in making different objects with play dough. Tell them that they can use pencil, ruler or sharpener to make different shapes. Appreciate them when they make anything from dough.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (5 min)

Ask students to tell what they have made from play dough.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: --

Topic: Orientation

Date:

Objective(s):

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

Identify and recognize familiar objects through pictures.

Resource Materials:

Chalk/marker, white-/blackboard, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Have students sit in a circle and show them picture card of a cat. Ask students to tell do they know the name of this animal. They may answer 'a cat.' Encourage them to talk about cat. Involve them to make sound of cat /meow, meow/ and then say it is a pet animal.

Main Activities/Concept Building:

(25 min)

Tell students that today they will talk about some familiar objects through pictures. Have students sit in a circle. Now show them picture cards of apple, fish, and rabbit and talk about them. Ask students to tell what an apple is and what its colour is. They may answer: fruit and red. Now ask them to tell where the fish lives. They may answer: in the water. Ask them to tell what does rabbit eat. They may answer: carrots. Now ask students to tell the name of their favourite animal? Tell them we should treat the animals with kindness. Give chance to every student to response on the animals and then encourage them to name them aloud.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to say the names of the classroom objects.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: --

Topic: Holding a Book

Date:

Objective(s):

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

- Hold, open and turn pages of a book with care.
- Know that English is read from left to right and top to bottom.

Resource Materials:

Chalk/marker, white-/blackboard, a textbook

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 putting your right foot and then left foot. Tell students that this is my right foot and the other one is left. Tell them that let's play left and right. Point a few objects in the class e.g. door in the right/left direction and say right/left. You can point towards window also. You can use different toys, coloured balls or coloured pencils for left or right direction.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to learn how to hold, open and turn pages of a book with love and care. Tell them that a good child always listen attentively to his/her peers or teacher whenever they speak about anything. Open a textbook in front of the students. Use your index to point out to the direction of the English text. Demonstrate a few times until students have a fair understanding.

Tell them that they will read and write in English from left to right and top to bottom by sharing an example. Show them by writing on the board in English.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Pretend to write something on the board and ask students to tell: "Am I writing in correct direction?"

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name: --

Topic: Greetings

Date:

Objective(s):

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

- Listen and response daily greetings and courtesies.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard,

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to tell what they know about greeting each other. Ask them to tell what they say when they meet each other? Involve them to answer you correctly. Appreciate them for their correct responses.

Main Activities/Concept Building:

(27 mins)

Tell students that they are going learn about greeting each other. Explain to them that when we greet someone, we should say: "Assalaamu Alaikum", and shake our right hand. Also tell them that if someone says "Assalaamu Alaikum" to us, we should say "Wa Alaikum Asalaam". Sit in front of any child and extend your right hand to him/her. (Make sure he/she also extends his/her right hand.)

Activity 1:

Now divide students into different groups. Assign each group a topic like 'Your favourite fruit/vegetable, animal, colour, cartoons, etc. Tell them that each group will share about their topic. But there will be some rules that need be followed. For example, if one group is speaking the other groups will wait for their turn and not interrupt. Now ask each group about their assigned topic one by one. Make sure they don't interrupt each other. Try to make them talk as much as they can. Tell them that we should always be polite and respect each other's thought and ideas. We should listen to other and respond politely. Encourage all students to participate in the discussion. Appreciate them by clapping and give stars on their hands.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share the name of their favourite cartoon character.

Homework:

(0 mins)

N/A.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: --

Topic: Greetings

Date: _____

Objective(s):

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

- Use rules of conversation.
- Use greeting and courtesy words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 2, ball or stuffed toy

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Take a ball or a stuffed toy in your hand and say "Assalaamu Alaikum, my name is Mehrish. I am from Lahore". Then throw the ball or a stuffed toy to another student and ask him/her to say the same sentences about themselves. Encourage all students to take part in the activity. Pay special attention to the weak students. Appreciate them by clapping.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to read some expressions of greeting each other. Have them recall the concept of greetings. Tell them that when we greet someone, we should say: "Assalaamu Alaikum", and shake our right hand. Also tell them that if someone says "Assalaamu Alaikum" to us, we should say "Wa Alaikum Asalaam". Sit in front of any child and extend your right hand to him/her. (Make sure he/she also extends his/her right hand.)

Ask students to open the textbooks at page 2. Read the given expressions with correct pronunciation and ask students to repeat after you 3-4 times. Now ask each student one by one to stand up and read the given expressions of greeting each other. Correct them if they do any mistake.

Activity 1:

(Pair Work) Get students into pairs and ask them to practise the given expressions of greeting each other.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask student to tell how they should greet their friends when they visit their home.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Unit Name: --

Topic: Sharing

Date:

Objective(s):

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

Explain concept of sharing in surrounding.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3, a cushion

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Involve students in an activity. Have them sit in a circle. All you need for this activity is a cushion and you will recite any nursery rhyme. Now start reciting the rhyme and ask students to pass around the cushion. When you will stop reciting the rhyme, that student who is having a cushion is 'out'. Do it several times according to the time.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going learn about sharing. Explain to students the concept of sharing. Tell them that we should share our things with others because sharing is caring. Tell them that sharing is a good habit.

Give students an example from their classroom scenario for example if their friend has no pencil, they will provide their friend with a pencil. It means that they did care to their friend by sharing them with a pencil. In the same way, if they share their precious things with others like with their siblings or cousins, this shows that they care and shared their things because of care. That's why it is said "Sharing is Caring". Ask students to open the textbooks at page 3. Read and explain the first two pictures. Read the given text and ask students to repeat after you 3-4 times by looking at the pictures. Ask students to tell about their favourite toys. Ask them to tell what they feel when they play with them.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to tell do they share their toys with their siblings and friends.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Unit Name: --

Topic: Sharing

Date:

Objective(s):

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

Explain concept of sharing in surrounding.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3, chocolates

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 chocolates in the class. Ask students to tell who wants to eat chocolate. Note their responses. Get students into pairs. Give each pair a pack of chocolate. Now ask one member from each pair to open the chocolate and share it with its pair. Appreciate them by clapping.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going learn about sharing. Explain to students the concept of sharing. Tell them that we should share our things with others because sharing is caring. Tell them that sharing is a good habit. Give them another examples from their daily lives as given in the previous lesson. Ask students to open the textbooks at page 3. Ask students to revise the previous lesson. After that read and explain the next two pictures. Read the given text and ask students to repeat after you 3-4 times by looking at the pictures. Ask students to tell about their favourite toys. Ask them to tell what they feel when they play with them. Ask them to tell do they share their toys with their siblings and friends.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to tell do they share their lunch with their friends.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: --

Topic: The Alphabet

Date:

Objective(s):

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

Recognise and articulate the lower and upper case letters of the English alphabet.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, Alphabet chart, Worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Paste all the letter cards on the board. Ask students to read the given letter of the alphabet with the correct pronunciation. Now say any random letter by looking at the board and ask students to tell the name of two objects starting with that letter. Encourage all students to take part in the activity. Pay special attention to the weak students. Appreciate them by clapping.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to revise letters of the English alphabet. Paste the alphabet chart on the board. Ask students to read the letters of the alphabet in series with the correct pronunciation. Ask them to look at the given pictures and say their names. Ask them to identify small and capital letters. Tell them that all the 26 letters of the English language are collectively called the alphabet.

Sing the alphabet song a couple of times very clearly and ask students to sing with you. Write the alphabet song line by line on the board. Then ask students to repeat one line at a time after you. Repeat all the lines a few times. Point to each letter as you say it. Make all students learn the alphabet song so that they learn the sequence of the letters.

Sum Up:

(3 mins)

Quickly review the alphabet with students.

Assessment:

(5 min)

Ask students to solve the given worksheet.

Homework:

(2 min)

Write the small and capital letters of the English alphabet in their notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Alphabet Chart

Alphabet

Aa  apple	Bb  ball	Cc  cat	Dd  dog	Ee  egg	
Ff  fish	Gg  goat	Hh  hat	Ii  igloo	Jj  jacket	Kk  key
Ll  leaf	Mm  mouse	Nn  nest	Oo  octopus	Pp  paint	
Qq  queen	Rr  rabbit	Ss  socks	Tt  turtle	Uu  umbrella	
Vv  violin	Ww  wagon	Xx  X-ray	Yy  yarn	Zz  zipper	

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

Worksheet

Name: _____

Date: _____

Trace the letters.

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

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

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: --

Topic: Alphabetical Order

Date:

Objective(s):

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

Recall and join small letters of the alphabet in order.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 4, letters cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Divide students into groups of 4-6 students each. Make as many letter cards as you can. Distribute letter cards in groups. Now ask each group to make 'A letter train' according to the alphabetical order. They must find what comes after each letter and make a train in sequence. Appreciate them by clapping or give stars on their hands or faces.

Main Activities/Concept Building:

(23 min)

Tell students that today they are going to do an activity of letters of the alphabet. Ask students to open the textbooks at page 4. Ask them to take out their pencil and connect the dots in alphabetical order. Involve them to listen to the 'abc' song and revise the letters of the alphabet in series. Ask them to tell are these small letters or capital letters. After completing the activity, ask students to guess the name of the animal. Appreciate them on their correct responses.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Say different letters and ask students to tell which letter comes after this letter.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Put a cross (×) on the letters that are not in their correct order. One has been done for you.

A	B	C	D	M	E
F	G	K	H	I	J
Q	K	L	A	M	N
O	P	E	Q	R	S
T	G	U	V	W	F
X	B	Y	Z		

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

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name: --

Topic: Colouring

Date:

Objective(s):

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

- Identify letters of the alphabet in random order.
- Colour the picture.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 5, letter cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Involve students in an activity. Place the letter cards in front of your students, in the correct order. Ask them to read the letters aloud with correct pronunciation. Now ask all students to close their eyes. Remove one of the letter cards and then ask students to open their eyes again. The first student to shout out the missing letter can keep that letter card. At the end of the game, the student with the most letter cards is the winner. Appreciate him/her by clapping and give them a candy.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to have some fun with colours. Ask students to open the textbooks at page 5. Ask them to take out their colour pencils. Involve them to colour the picture according to the colour scheme given in the box. Encourage them to colour the picture neatly and within the designated space. After completing the activity, ask students to guess the name of the animal. Appreciate them on their correct responses.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell the name of their favourite colour and show that colour pencil to the class.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

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

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: --

Topic: The Alphabet

Date:

Objective(s):

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

- Recall small and capital letters (A-M) of the alphabet in order.
- Associate initial letter sounds with the name of the objects.
- Hold a pencil correctly.
- Trace capital letters (A-M) of the English Alphabet.
- Understand and follow instructions.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 6, letter cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Bring letter cards to the class. Have students sit in a circle. Show different letter cards to them and ask them to guess the letter sounds. Encourage them to tell the name of any object beginning with each letter sound. Praise them for correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall letters of the alphabet. Ask them to open the textbooks at page 6. Say the letters of the alphabet (A-M) and ask them to follow you. Focus on letter sounds. Repeat this two to three times. Now ask students to tell you the name of the picture starting with letter 'A'. e.g. 'alligator'. Repeat it several times with other letters and pictures (A-M). Explain to them that English is written from left to right. Ask them to trace the capital letters of the alphabet. Help them understand and follow your instructions. Share the correct pencil holding posture. Guide them on how to trace. Encourage them to trace properly within the designated space. Ask them to do their work on their own. Take rounds while they are doing their work. Help them if need be.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Call some students to the board, say any letter from (A-M) and ask them to write its small and capital letters on the board.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

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

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: --

Topic: The Alphabet

Date:

Objective(s):

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

- Recall small and capital letters (N-Z) of the alphabet in order.
- Associate initial letter sounds with the name of the objects.
- Hold a pencil correctly.
- Trace capital letters (N-Z) of the English Alphabet.
- Understand and follow instructions.

Resource Materials:

Chalk/Marker, White-/Blackboard, Textbook page 7, soft ball

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'.

Involve students in an activity. Write any letter of the alphabet on the board. Get a soft ball and throw it to any student. Ask him/her to say the name of any object beginning with that letter. After that, ask that student to throw the ball back to you. Do it several times with different letters and students. Try to involve maximum students in the activity. Pay special attention on the weak students. Praise them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to recall letters of the alphabet. Ask them to open the textbooks at page 7. Say the letters of the alphabet (N-Z) and ask them to follow you. Focus on letter sounds. Repeat this two to three times. Now ask students to tell you the name of the picture starting with letter 'S'. e.g. 'sun'. Repeat it several times with other letters and pictures (N-Z). Explain to them that English is written from left to right. Ask them to trace the capital letters of the alphabet. Help them understand and follow your instructions. Share the correct pencil holding posture. Guide them on how to trace. Encourage them to trace properly within the designated space. Ask them to do their work on their own. Take rounds while they are doing their work. Help them if need be.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Call some students to the board, say any letter from (N-Z) and ask them to write its small and capital letters on the board.

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

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

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

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: --

Topic: The Alphabet

Date:

Objective(s):

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

Write the lower case letters of the English alphabet.

Resource Materials:

Chalk/Marker, White-/Blackboard, chart paper, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

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

Bring a prepared chart paper and paste it on the board. (You can also write on the board instead of chart paper) Draw two columns on it. One for capital letters and the other for small letters. Write some random capital and small letters in their respective columns. Call some students to the board and ask them to match the capital letters with their small letters. Try to involve maximum students in the activity. Praise them for their active responses. Correct them if they make any mistake.

Main Activities/Concept Building:

(22 min)

Tell students that today they are going to write small letters. Tell them that small letters are also called lower case letters. Tell them that small letters are different from their capital letters. Tell them that they have the same sound and name, only shape and size are different. Say the sounds with them. Have them listen to the 'abc' song and revise the letters of the alphabet. You can also use the poster of small letters for better understanding. Now ask students to take out their notebooks and write small letters from a-z. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly. Help them if need be.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share an object starting with the letter sound you pronounce.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Look at the first letter. Circle the small letters for the given letters in each row.

R	a	n	o	r	e	c	w
S	m	v	c	x	a	n	s
T	u	t	r	e	j	y	f
U	e	a	o	u	r	w	m
V	w	r	n	x	c	v	u
W	v	y	w	u	d	r	e
X	x	m	v	c	a	n	o
Y	t	c	a	y	u	f	w
Z	e	s	n	w	r	z	c

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

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: --

Topic: The Alphabet

Date:

Objective(s):

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

Write the upper case letters of the English alphabet.

Resource Materials:

Chalk/Marker, White-/Blackboard, letter cards, basket, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

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

Bring a basket with capital letter cards to the class. Tell students that they have to pass the basket one by one. As you say 'stop', the student who is having the basket will pick up a card and say the letter sound.

Also tell the name of two objects beginning with that letter. Do it several time with the students.

Appreciate them by clapping and give stars on their hands.

Main Activities/Concept Building:

(22 min)

Tell students that today they are going to write capital letters. Tell them that capital letters are also called upper case letters. Tell them that capital letters are different from their small letters. Tell them that they have the same sound and name, only shape and size are different. Say the sounds with them. Have them listen to the 'abc' song and revise the letters of the alphabet. You can also use the poster of capital letters for better understanding. Now ask students to take out their notebooks and write capital letters from A-Z. Encourage them to do their work on their own. Take rounds while they are doing their work. Ask them to write neatly. Help them if need be.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students at random to share an object starting with the letter sound you pronounce.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Worksheet

Name: _____

Date: _____

Match the capital letters with their small letters.

U	W
V	X
W	Z
X	U
Y	V
Z	y

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

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: --

Topic: Colour Names

Date:

Objective(s):

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

Recall the names of colours.

Resource Materials:

Chalk/Marker, White-/Blackboard, real objects, chart paper, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

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

Bring different real objects in the class, for example an apple, a ball, a sunflower, an orange, a bag, etc.

(You can add more objects according to your ease.) Now place all objects on the table. Encourage students to name these objects one by one. Ask them to tell:

- What is the colour of an apple?
- What is the colour of a ball?
- What is the colour of a sunflower?
- What is the colour of an orange?
- What is the colour of a bag?

Encourage students to tell the colour of each object one by one. Involve all students to answer the given questions. Correct them if they give wrong answer. Praise them by clapping and give stickers on their faces.

Main Activities/Concept Building:

(22 min)

Tell students that today they are going to recall the names of colours. Tell them that everything has its own colour. Ask them to tell the colour of their hair one by one. Point to different objects in the class and ask students to tell their colours. Appreciate them for their correct responses.

Activity 1:

Tell students that let's have some fun activity today. Prepared different coloured circles from chart paper or any other coloured paper. Paste these circles on the board. Now say the name of any colour (e.g. pink) and ask students to run to the board and touch the circle that has a pink colour. Do it several times with different colours and students. Involve all students in the activity. Praise them for their correct responses.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell the colour of their pencils.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

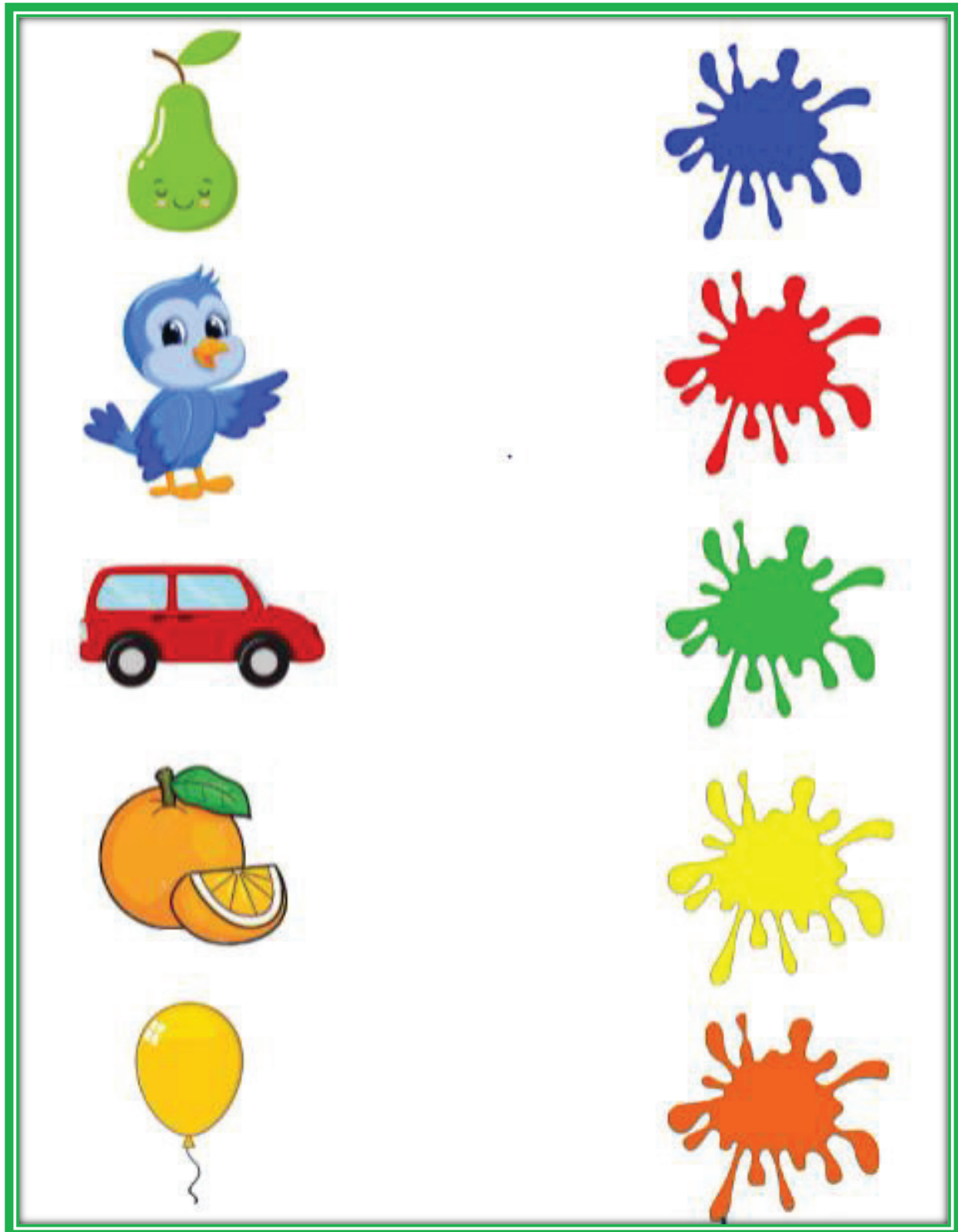
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Match the pictures with their colours.



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

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: --

Topic: Colour Names

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace and write colour names.
- Understand and follow instructions.

Resource Materials:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

As this is the continuity of the previous lesson. Ask students to name different colours they know. Now say the names of different colours of classroom objects. Ask students to find that colour and point to that object. For example, if you will say the colour 'white', the student will point to whiteboard. Do it several times with different objects. Appreciate them by clapping or give stars on their hands.

Main Activities/Concept Building:

(27 min)

Tell students that today they are going to recall the names of colours. Tell them that everything has its own colour. Ask them to share the name of their favourite colour. Ask students to open their textbooks at page 8. Involve them to recognise and name different colours. Now ask them to trace and write the colour names. Encourage them to trace and write neatly. Take rounds while they are doing their work. After that ask them to colour the given pictures neatly within the designated space. Help them to use correct colour for the given sketches.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to tell the colour of their favourite fruit.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Unit Name: --

Topic: Rhyming Words

Date:

Objective(s):

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

- Recall the rhyming words.
- Identify rhyming words and join them.

Resource Materials:

Chalk/Marker, Board, Textbook page 9, picture cards/flashcards, poster

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Bring picture cards of different rhyming words in the class and paste it on the board (as given below for example). Ask students to look at the given pictures and try to guess their names. Now read the given pair of rhyming words and ask students to repeat after you several times. Ask them to read with correct pronunciation and notice the ending sound. Appreciate them by saying well done/good /very good.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to recall rhyming words and do its activity. Explain to them that rhyming words are words that have the same ending sounds. For example; 'hat' and 'mat' are rhyming words. Explain them by giving more examples. You can also use poster for better understanding. Ask them to open their textbooks at page 9. Ask them to follow the way and connect the rhyming words. Encourage them to connect the correct rhyming word for each word family. Ask them to take out their pencils and complete the activity. Take rounds while they are doing their work. Help them if need. Praise the students who work first to boost their confidence.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Say a word for example 'pen' and ask students to tell its rhyming word.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

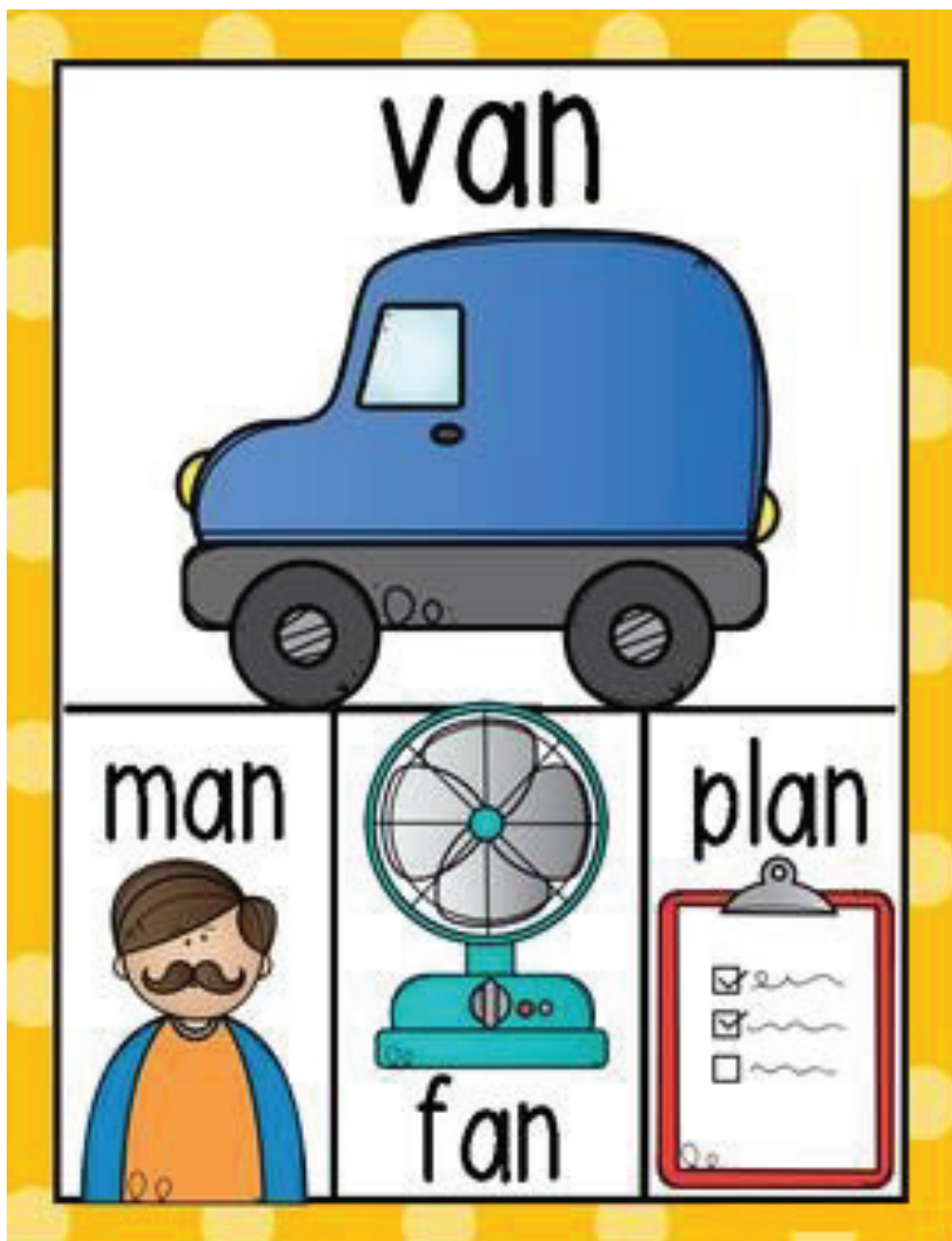
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Picture cards/Flashcards



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

Poster



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

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: --

Topic: Rhyming Words

Date:

Objective(s):

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

Make rhyming words for given ending.

Resource Materials:

Chalk/Marker, Board, Textbook page 10, basket, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Involve students in an activity. Mix word cards of different rhyming words in a basket. Now get students into pairs. Call each pair to the front of the class. Ask one student to pick one card from the basket and the other student will find its rhyming word from the basket. Do it several times according to the time limit. Appreciate them by clapping and give stars on their hands.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to recall rhyming words and do its activity. Have them recall that rhyming words are words that have the same ending sounds. For example; 'ten' and 'hen' are rhyming words. Explain them by giving more examples. Now ask them to open their textbooks at page 10. Ask them to make more rhyming words for the given family. Encourage them to read each word and suggest more rhyming words. Ask them to take out their pencils and start writing. Take rounds while they are doing their work. Help them throughout the activity. Praise the students who work first to boost their confidence.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Write the title 'The Cat in the Hat' on the board and ask students to tell what are rhyming words in this title.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name: --

Topic: Vowels

Date:

Objective(s):

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

- Recall vowel 'a, e, i, o, u'.
- Use correct pronunciation.

Resource Materials:

Chalk/Marker, White/Blackboard, letter cards (vowels), sand, tray, 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'.

Paste the letter cards of vowels 'a, e, i, o, u' on the board. Ask students to read them aloud with correct pronunciation. Encourage them to tell what these letters are called as. Note their responses on the board. If they give correct answer, appreciate them by clapping or say well done/good/very good.

Main Activities/Concept Building:

(22 min)

Tell students that today they are going to recall vowels. Tell them that there are five vowels in the English alphabet and the remaining 21 letters are consonants. Tell them that the letters 'a, e, i, o, u' are called vowels. Play the vowel song and sing along with them several times. (Reference: **The Vowel Song - Nursery Rhyme with Karaoke**)

Activity 1:

Involve students in an activity. Have them sit in a circle. Put some sand on a small tray. (You can also use coloured sand for colourful activity.) Now say a vowel sound (i.e. /a/, /e/, /i/, /o/, /u/). Ask students to repeat after you. Ask them to write the correct letter in the sand using their fingers. While they are writing the letter, ask them to say the letter name and sound. Try to involve all students in the activity.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(8 min)

Ask students to solve the given worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

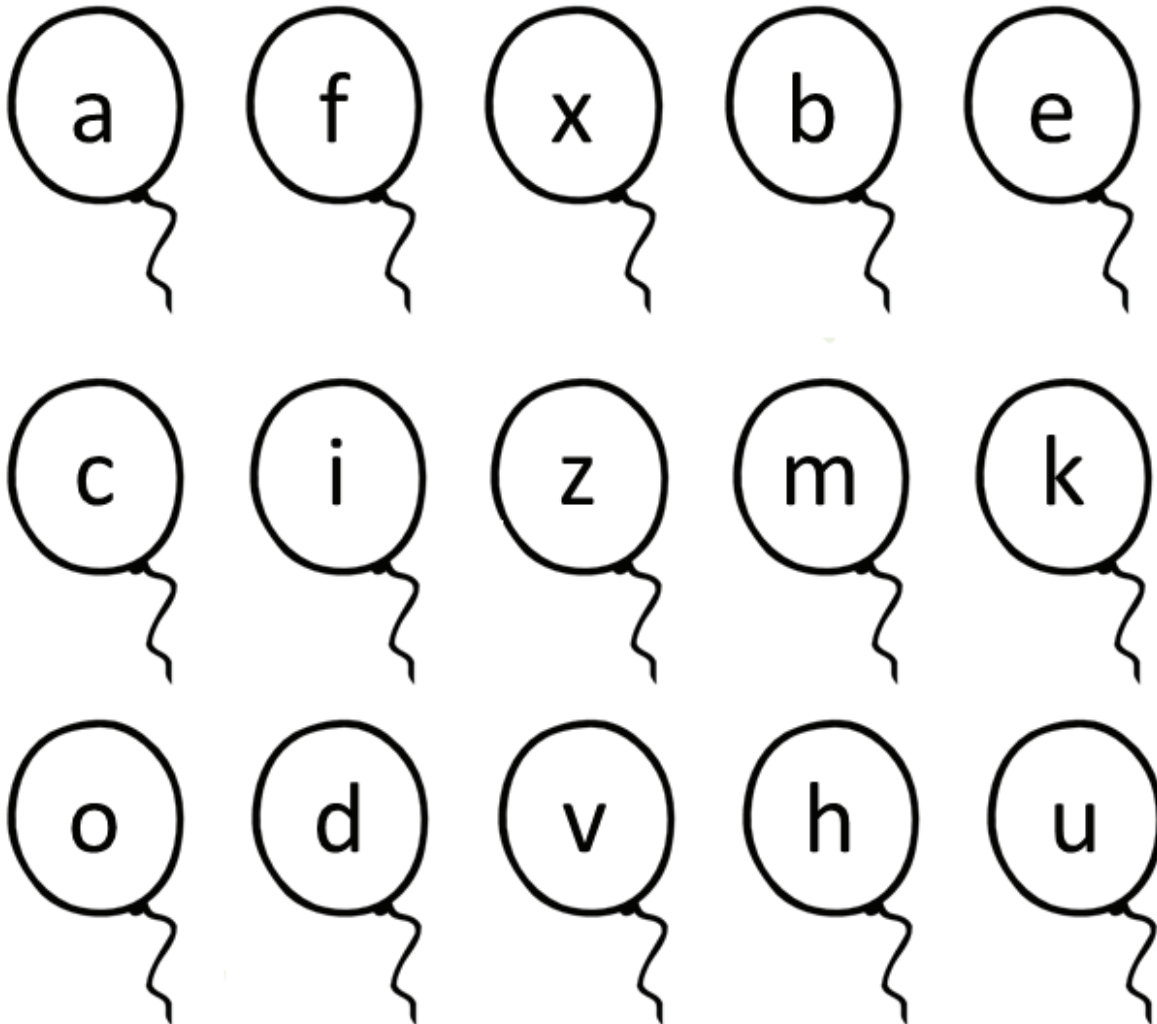
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

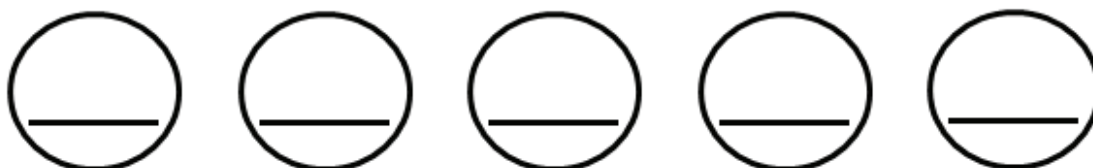
Name: _____

Date: _____

Colour all the balloons having vowels.



Write the 5 vowels in the circles below .



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

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name: --

Topic: Vowels

Date:

Objective(s):

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

- Recall vowel 'a, e, i, o, u'.
- Use correct pronunciation.

Resource Materials:

Chalk/Marker, White/Blackboard, Textbook page 11, basket, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

As this is the continuity of the previous lesson. Ask students to tell what vowels are. Now mix picture cards of vowels in a basket. Call some students to the front. Ask them to pick one card from the basket and say the name of the picture aloud. Ask them to tell which vowel sound this picture contain. Appreciate them by clapping. Try to involve maximum students in the activity. Pay special attention on the weak students.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to recall vowels. Have them recall that there are five vowels in the English alphabet and the remaining 21 letters are consonants. Tell them that the letters 'a, e, i, o, u' are called vowels. Ask them to open their textbooks at page 11. Ask students to find vowels and write them on the hand. Ask them to take out their pencils and start writing. Now read the given examples with short and long vowel sounds. Ask students to read after you 3-4 times with correct pronunciation. Explain to them by giving more examples on the board.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(5 min)

Ask students to share examples with each vowel sound.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Worksheet

Name: _____

Date: _____

Draw lines to match the vowels with the pictures they begin with. Also write the vowels in the blanks.

 _pe	a e	 _gg
 _ctopus	i o	 _cecream
 _ar	e u	 _mbrella
 _nicorn	u i	 _gloo

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

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Unit Name: --

Topic: Consonants

Date:

Objective(s):

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

- Recall consonants.
- Use correct pronunciation.

Resource Materials:

Chalk/Marker, White/Blackboard, alphabet chart, alphabet shapes

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Divide students into different groups. Now invite each group to the front of the class. Ask them to sing the 'abc' song along. Ask them to sing clearly so that other students can listen properly. The group who sings well will be given a candy or anything else. Also appreciate the other groups by clapping.

Main Activities/Concept Building:

(22 min)

Tell students that today they are going to recall consonants. Tell them that there are 21 consonants in the English alphabet and the remaining 5 letters are vowels. Bring alphabet chart in the class and paste it on the wall. Point to each letter and read it aloud. Ask students to repeat after you 3-4 times.

Activity 1:

Involve students in an activity. Have them sit in a circle. Bring a set of alphabet shapes in the class. Scatter them all on the classroom floor. Now say any random letter and ask students to find that letter. The first student to find it will have that letter. Continue with different letters. The student with the most letters is the winner. Appreciate the class by clapping.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(8 min)

Ask students to solve the given worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Worksheet

Name: _____

Date: _____

Look at the given pictures. Complete the words by adding the consonants.

 un	 ouse
 urtle	 en
 ilk	 ock
 even	 ub

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

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Unit Name: --

Topic: Revision

Date:

Objective(s):

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

Revise rhyming words.

Resource Materials:

Chalk/Marker, White/Blackboard, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Ask students to tell what rhyming words are. Write some words on the board, for example hat, pen, tin, hot, sun, etc. Ask them to read the given words aloud and try to make its rhyming words. Correct them if they give wrong answer. Appreciate them for their correct responses.

Main Activities/Concept Building:

(22 min)

Tell students that today they are going to revise rhyming words. Have them recall that rhyming words are words that have the same ending sounds. For example; 'run' and 'fun' are rhyming words. Explain to them by giving more examples.

Activity 1:

Bring picture cards of rhyming words and paste them on the board. Ask students to look at the given pictures and say their names aloud. Now ask them to come to the board and match the pictures that rhyme. Appreciate them for their correct responses.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(8 min)

Ask students to solve the given worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Worksheet

Name: _____

Date: _____

Look at the picture on the left. Then, circle the picture on the right that rhymes with it.

 car	 bear	 star	 map
 shoe	 glue	 pear	 bee
 fly	 tree	 mouse	 tie
 hare	 heart	 chair	 apple

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

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Unit Name: --

Topic: Revision

Date: _____

Objective(s):

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

Revise colour names.

Resource Materials:

Chalk/Marker, White/Blackboard, flashcards, colour wheel, 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'.

Point to different objects in the class and ask students to tell their colours. For example, ask them to tell the colour of their bags, pencils, lunch box, chair, table, book, etc. Appreciate them for their correct responses.

Main Activities/Concept Building:

(24 min)

Tell students that today they are going to revise the name of colours. Tell them that everything has its own colour. Show them different coloured papers/flashcards and ask them to tell the correct colour name.

Activity 1:

Now involve students in an activity. Prepare a colour wheel for the class (as given below). Paste the colour wheel on the board. Ask students to look at the given colour wheel. Now ask them the colour of different objects, for example ask them to tell: 'What is the colour of the sun?' 'What is the colour of a fish?' 'What is the colour of a butterfly?' 'What is the colour of a car?' Do it with all the objects. Try to involve all students in the activity. Pay special attention on the weak students. Correct them if they give wrong answer. Appreciate them by clapping.

Sum-up:

(3 min)

Summarise the key concepts with your students.

Assessment:

(8 min)

Ask students to solve the given worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not achieved ☐

Partially achieved ☐

Reasons/Comments:

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

Colour wheel



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

Worksheet

Name: _____

Date: _____

Cut and paste the names of colour.



brown	red	purple	orange
blue	yellow	pink	green

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

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 1**
Unit Name: ----- **Topic: Digraph 'ch'** **Date: _____**

Objective(s):

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

- Recognise consonant digraph 'ch' in initial position.
- Use correct pronunciation

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, flashcards, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show picture cards of chair and chips to students. Ask them to tell the names of these pictures by looking at them. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn digraph 'ch'. Tell them that digraphs are groups of two letters that make a single sound.

Activity 1:

Ask students to open textbook page at 12. Then read statement aloud. Ask them to look at the given pictures carefully. Read the given words of 'ch' digraph aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings.

Activity 2:

Show them flash cards of 'ch' words. Read these words aloud and ask them to repeat after you.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation.

Homework: (2 mins)

Ask students to learn the classwork.

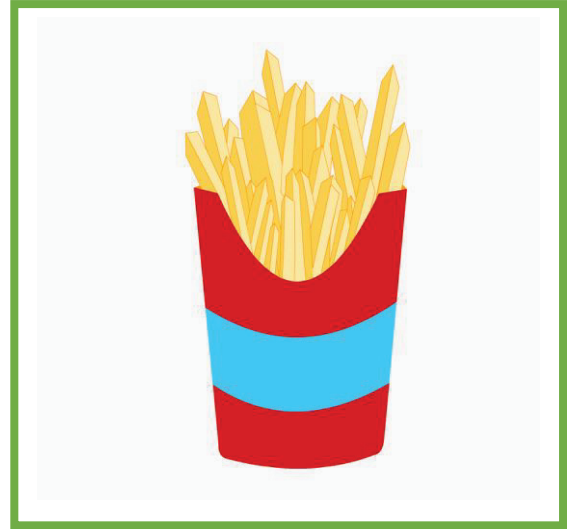
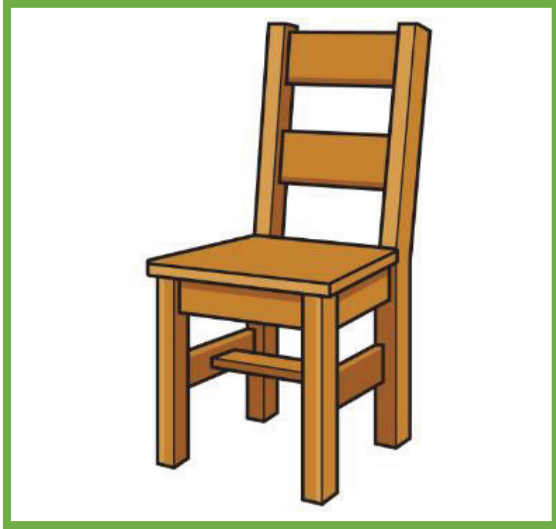
Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

Picture cards



Word Cards

chair

chips

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

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

Unit Name: ----- **Topic: Digraph 'ch'** **Date: _____**

Objective(s):

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

- Recognise consonant digraph 'ch' in initial position.
- Use correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share words with 'ch' digraph. Encourage them by clapping at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall digraph 'ch'. Tell them that digraphs are groups of two letters that make a single sound. Write some examples on board and read them with correct pronunciation. Ask them to read after you.

Activity 1:

Make groups of students. Bring given worksheets to class. Ask them to read the given words with correct pronunciation. Then ask them to look at the pictures carefully and match them with their correct words. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

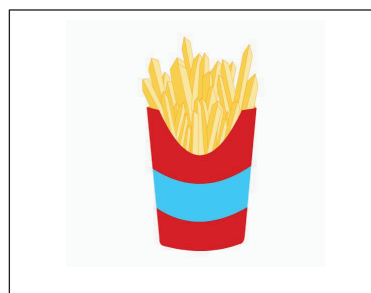
Worksheet

Name: _____

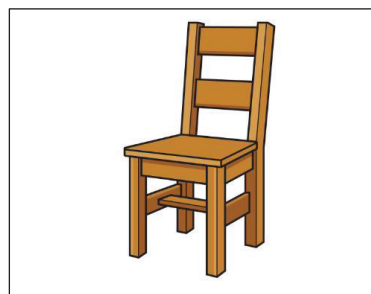
Date: _____

Read the given words with correct pronunciation. Match the words with their pictures.

chair



chick



chips



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

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 3**
Unit Name: ----- **Topic: Digraph 'sh'** **Date: _____**

Objective(s):

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

- Recognise consonant digraph 'sh' in initial position.
- Use correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, picture cards, flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show picture cards of shoes and shark to students. Ask them to tell the names of these pictures by looking at them. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn digraph 'sh'. Tell them that digraphs are groups of two letters that make a single sound.

Activity 1:

Ask students to open textbook page at 12. Then read statement aloud. Ask them to look at the given pictures carefully. Read the given words of 'sh' digraph aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings.

Activity 2:

Show them flash cards of 'sh' words. Read these words aloud and ask them to repeat after you.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

Picture cards



Word Cards

shoes

shark

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

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**
Unit Name: ----- **Topic: Digraph 'sh'** **Date: _____**

Objective(s):

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

- Recognise consonant digraph 'sh' in initial position.
- Use correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share words with 'sh' digraph. Encourage them by clapping at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall digraph 'sh'. Tell them that digraphs are groups of two letters that make a single sound. Write some examples on board and read them with correct pronunciation. Ask them to read after you.

Activity 1:

Make groups of students. Bring given worksheets to class. Ask them to read the given words with correct pronunciation. Then ask them to look at the pictures carefully and match them with their correct words. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

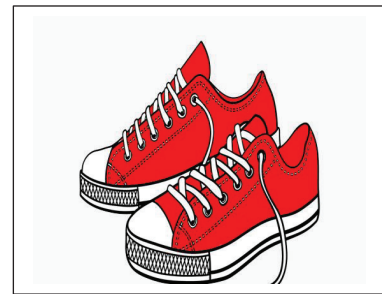
Worksheet

Name: _____

Date: _____

Read the given words with correct pronunciation. Match the words with their pictures.

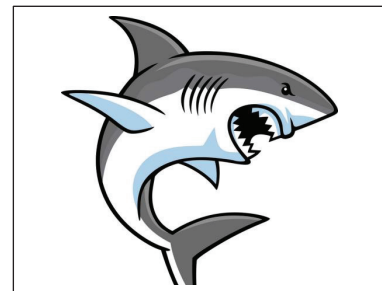
shirt



shark



shoes



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

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**
Unit Name: ----- **Topic: Digraph 'th'** **Date: _____**

Objective(s):

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

- Recognise consonant digraph 'th' in initial position.
- Use correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, flash cards, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show picture cards of thumb and thread to students. Ask them to tell the names of these pictures by looking at them. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn digraph 'th'. Tell them that digraphs are groups of two letters that make a single sound.

Activity 1:

Ask students to open textbook page at 12. Then read statement aloud. Ask them to look at the given pictures carefully. Read the given words of 'th' digraph aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings.

Activity 2:

Show them flash cards of 'th' words. Read these words aloud and ask them to repeat after you.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture cards



Word Cards

thumb

thread

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

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 1**
Unit Name: ----- **Topic: Digraph 'th'** **Date: _____**

Objective(s):

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

- Recognise consonant digraph 'th' in initial position.
- Use correct pronunciation

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share words with 'th' digraph. Encourage them by clapping at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall digraph 'th'. Tell them that digraphs are groups of two letters that make a single sound. Write some examples on board and read them with correct pronunciation. Ask them to read after you.

Activity 1:

Make groups of students. Bring given worksheets to class. Ask them to read the given words with correct pronunciation. Then ask them to look at the pictures carefully and match them with their correct words. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

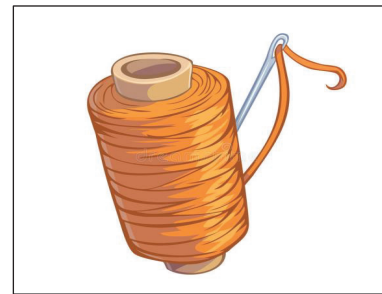
Worksheet

Name: _____

Date: _____

Read the given words with correct pronunciation. Match the words with their pictures.

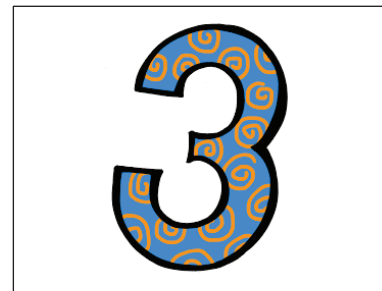
thread



three



thumb



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

Term: 1 **Periodic Unit: 2** **Week:2** **Lesson Plan: 2**
Unit Name: ----- **Topic: Digraph 'Ph'** **Date: _____**

Objective(s):

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

- Recognise consonant digraph 'ph' in initial position.
- Use correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, flash cards, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show picture cards of photo and phone to students. Ask them to tell the names of these pictures by looking at them. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn digraph 'ph'. Tell them that digraphs are groups of two letters that make a single sound.

Activity 1:

Ask students to open textbook page at 12. Then read statement aloud. Ask them to look at the given pictures carefully. Read the given words of 'ph' digraph aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings.

Activity 2:

Show them flash cards of 'ph' words. Read these words aloud and ask them to repeat after you.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture cards



Word Cards

photo

phone

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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan:

3

Unit Name: -----

Topic: Digraph 'Ph'

Date: _____

Objective(s):

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

- Recognise consonant digraph 'ph' in initial position.
- Use correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share words with 'ph' digraph. Encourage them by clapping at their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall digraph 'ph'. Tell them that digraphs are groups of two letters that make a single sound. Write some examples on board and read them with correct pronunciation. Ask them to read after you.

Activity 1:

Make groups of students. Bring given worksheets to class. Ask them to read the given words with correct pronunciation. Then ask them to look at the pictures carefully and match them with their correct words. Check their work side by side. Help them if need be.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to read these words with correct pronunciation.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Read the given words with correct pronunciation. Match the words with their pictures.

photo



phonics



phone



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

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

Unit Name: ----- **Topic: Digraph 'wh'** **Date: _____**

Objective(s):

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

- Recognise consonant digraph 'wh' in initial position.
- Use correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, flash cards, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show picture cards of wheel and whale to students. Ask them to tell the names of these pictures by looking at them. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn digraph 'wh'. Tell them that digraphs are groups of two letters that make a single sound.

Activity 1:

Ask students to open textbook page at 12. Then read statement aloud. Ask them to look at the given pictures carefully. Read the given words of 'wh' digraph aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings.

Activity 2:

Show them flash cards of 'wh' words. Read these words aloud and ask them to repeat after you.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

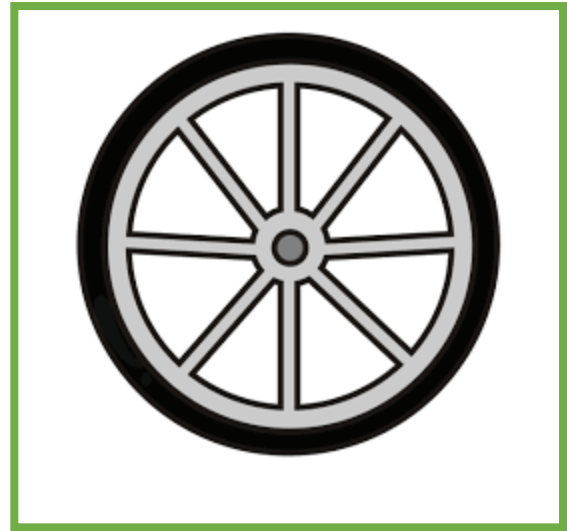
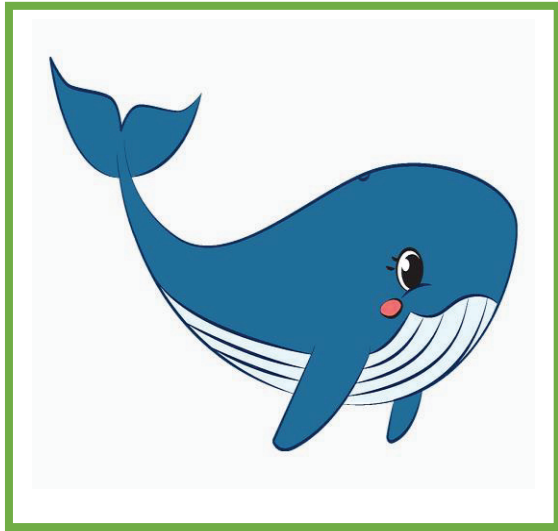
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture cards



Word Cards

wheel

whale

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

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

5

Unit Name: ----- **Topic: Digraph 'wh'** **Date:** _____

Objective(s):

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

- Recognise consonant digraph 'wh' in initial position.
- Use correct pronunciation.

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 share words with 'wh' digraph. Encourage them by clapping at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall digraph 'wh'. Tell them that digraphs are groups of two letters that make a single sound. Write some examples on board and read them with correct pronunciation. Ask them to read after you.

Activity 1:

Make groups of students. Bring given worksheets to class. Ask them to read the given words with correct pronunciation. Then ask them to look at the pictures carefully and match them with their correct words. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

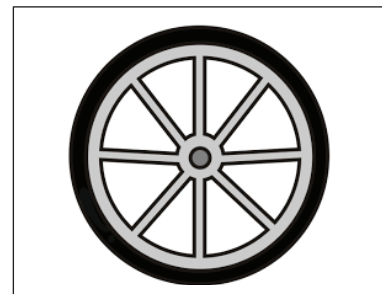
Date: _____

Read the given words with correct pronunciation. Match the words with their pictures.

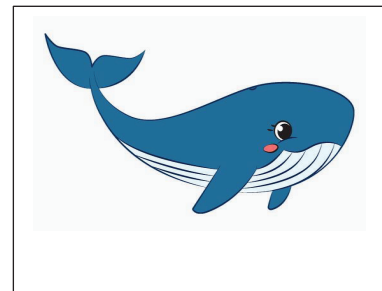
whale



wheat



wheel



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

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 1**
Unit Name: ----- **Topic: Digraph 'sh'** **Date: _____**

Objective(s):

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

- Recognise consonant digraph 'sh' in initial position.
- Use correct pronunciation

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share words with 'sh' digraph. Encourage them by clapping at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall digraph 'sh'. Tell them that digraphs are groups of two letters that make a single sound. Write some examples on board and read them with correct pronunciation. Ask them to read after you.

Activity 1:

Make groups of students. Bring given worksheets to class. Ask them to read the given words with correct pronunciation. Then ask them to look at the pictures carefully. Ask them to write correct words for each picture. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read these words with correct pronunciation.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

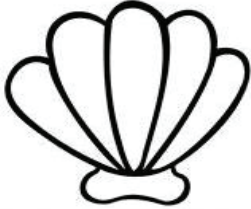
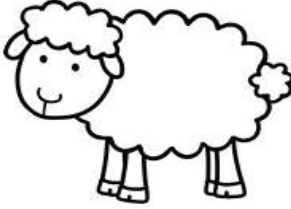
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Look at the given pictures and read the given words. Write correct word for each picture. Then colour them also.

sheep	shell	ship
shirt	shoe	shovel

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

Term: 1 **Periodic Unit: 2** **Week:3** **Lesson Plan: 2**
Unit Name: ----- **Topic: Digraphs** **Date: _____**

Objective(s):

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

- Identify consonant digraphs in initial position.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 12, sticky notes , a jar

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 digraphs on the board and ask students to read them with correct pronunciation. Encourage at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do activity of digraphs. Tell them that digraphs are groups of two letters that make a single sound. Write some examples on board and read them with correct pronunciation. Ask them to read after you.

Activity 1:

Ask them to open textbook page 12. Read the given statement of 'Time to listen and speak' section. Ask students to follow the instructions carefully. Ask them to say a word with each given digraph. Help them in saying words with correct pronunciation.

Activity 2:

Write digraphs on sticky notes and fold them. Put them in a jar. Call students at random and ask him/her to pick any sticky note. Ask them to read the digraph written on it and tell a word that begins with it.

Activity 3:

Ask them to open textbook page 13. Read the given statement of 'Time to circle' section. Ask them to say and circle the correct digraphs for the given pictures. Guide them in completing the activity.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

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

Homework: (2 mins)

Ask students to learn the classwork.

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 3**
Unit Name: ----- **Topic: Digraphs** **Date: _____**

Objective(s):

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

- Write words with consonant digraphs in initial position.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 13, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some digraphs on the board and ask students to read them with correct pronunciation. Encourage at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do activity of digraphs. Tell them that digraphs are groups of two letters that make a single sound. Write some examples on board and read them with correct pronunciation. Ask them to read after you.

Activity 1:

Ask them to open textbook page 12. Read the given statement of 'Time to write' section. Ask students to follow the instructions carefully. Ask them to write a correct word for each given picture. Check their work side by side.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

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

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

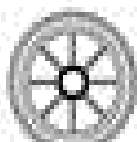
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Connect the picture to its digraph and complete the word.

	sh	___eel
	th	___eep
	wh	<u>th</u> umb
	sh	___ield
	wh	___air
	ch	___read
	th	___istle

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

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**
Unit Name: ----- **Topic: Sight Words** **Date: _____**

Objective(s):

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

- Recognise sight words.
- Use correct pronunciation

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 14, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show word cards to students and ask them to read these words aloud. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn sight words. Tell them that we can learn these words by seeing them.

Activity 1:

Ask students to open textbook page at 14. Then read statement from Time to read section.

Read the given sight words with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times.

Activity 2:

Put the word cards into a basket. Then call students at random ask them to pick any card and read the sight word aloud. Appreciate them by clapping.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students at random to share any sight word with its spelling.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Word cards

is

am

he

we

she

you

this

that

are

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

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

5

Unit Name: -----

Topic: Sight words

Date:

Objective(s):

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

- Say, share and identify sight words.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 14-15, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Show word cards to students and ask them to read these words aloud. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn sight words. Tell them that we can learn these words by seeing them.

Activity 1:

Ask students to open textbook page at 14. Then read statement from Time to listen and speak section. Ask students to share four sight words with their spelling. Ask them to say these words aloud.

Activity 2:

Ask students to open textbook page at 15. Then read statement from Time to circle section. Ask them to say and circle the sight words from the given words. Ask them to follow the instructions. Guide them in completing this activity and help them if need be. Check their work side by side.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students at random to share any sight word with its spelling.

Homework:

(2 mins)

Ask students to solve the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

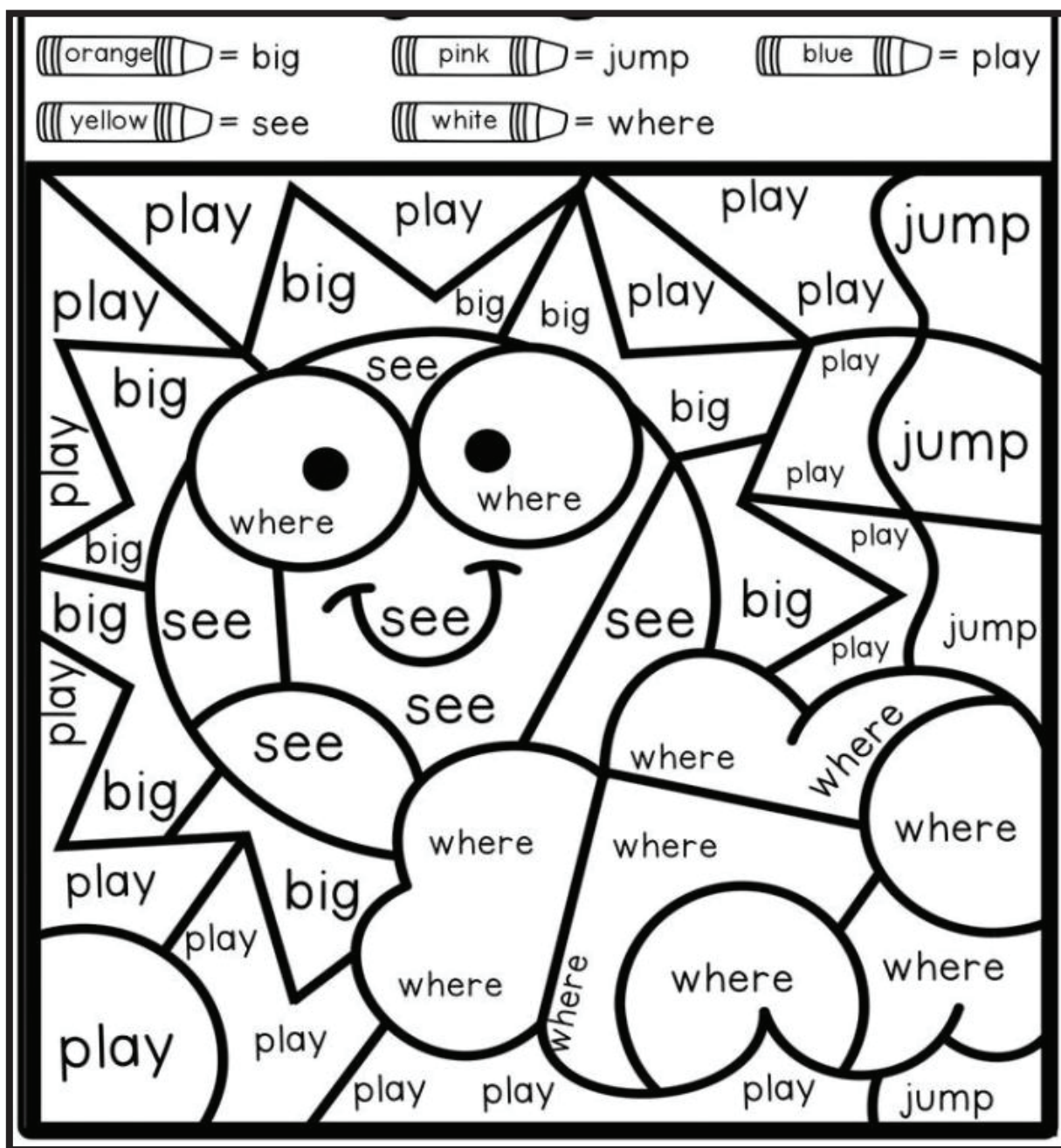
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Read the given words and colour them by using colour key.



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

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**
Unit Name: ----- **Topic: Sight words** **Date: _____**

Objective(s):

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

- Read and write sight words.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 15, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some words on the board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn sight words.

Activity 1:

Ask students to open textbook page at 15. Then read statement from Time to write section. Ask them to read and copy the sight words. Ask them to follow the instructions. Guide them in writing correctly. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Write some sight words on the board. Call students at random and ask them to copy these words on board.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Read, trace and write the given sight words.

the	the	
is	is	
I	I	
am	am	
a	a	
it	it	
my	my	
in	in	
and	and	
we	we	

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

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

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

Objective(s):

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

- Recognise one syllable words.
- Use correct pronunciation

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 16, word cards, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Bring some word cards to class and show them to students. Ask them to look at the pictures and share their names. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn one-syllable words. Tell them a one-syllable word has a single vowel sound. Write some examples on the board for their better understanding.

Activity 1:

Ask students to open textbook page at 16. Then read statement of Time to read section. Read the given one-syllable words with correct pronunciation. Ask them to read after you. Repeat this activity 4-5 times.

Activity 2:

Bring word cards to class. Make two teams of students. Show a word card to each team one by one. Then ask them to read it with correct pronunciation. The team who read the words in a better way will win.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some one-syllable words.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Word cards

pen

bee

cat

top

van

zoo

zip

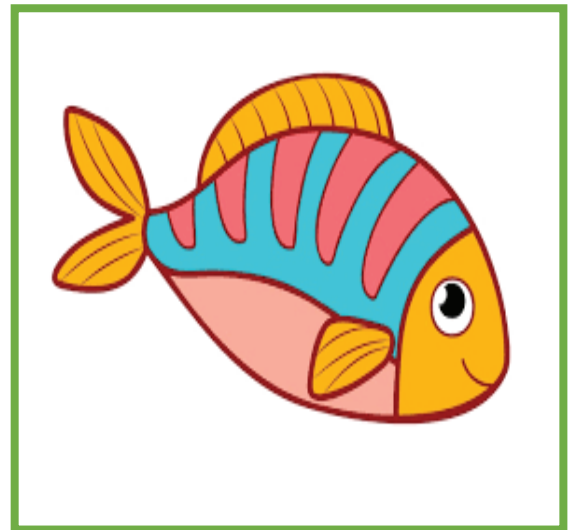
ice

star

fish

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

Picture cards



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

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

Unit Name: ----- **Topic: One-syllable words** **Date: _____**

Objective(s):

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

- Say, share and identify one syllable words.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 16-17, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show word cards to students and ask them to read these words aloud. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn one-syllable words. Tell them a one-syllable word has a single vowel sound. Write some examples on the board for their better understanding.

Activity 1:

Ask students to open textbook page at 16. Then read statement from Time to listen and speak section. Ask students to say the given words and tell which are one-syllable words. Ask them to share five one-syllable words to classmates.

Activity 2:

Ask students to open textbook page at 17. Then read statement from Time to colour section. Ask them to say and colour the leaves with one-syllable words. Ask them to follow the instructions. Guide them in completing this activity and help them if need be. Check their work side by side.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some one-syllable words.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Find and circle each one-syllable word.

C A R C A T
B U G B O X
B A T S D G
R M A P I L


MAP


CAT


BOX


BAT


BUG


CAR

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

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

Unit Name: ----- **Topic: One- syllable words** **Date:** _____

Objective(s):

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

- Read and write one syllable words.
- Understand and follow instructions

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 17, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share some words with one- syllable. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn one-syllable words. Tell them a one-syllable word has a single vowel sound. Write some examples on the board for their better understanding.

Activity 1:

Ask students to open textbook page at 17. Then read statement from Time to write section. Ask them to read and copy the given one-syllable words. Ask them to follow the instructions. Guide them in writing correctly. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Write one-syllable words on the board. Call students at random and ask them to copy these words on board.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Order the words correctly



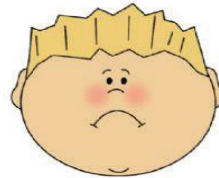
a	g	b



j	m	a



p	a	c



a	s	d



n	a	f



t	h	a

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

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

5

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

Objective(s):

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

- Recognise a range of feelings.
- Draw faces to show and share feeling.
- Talk about their feelings

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 18, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

On the board draw a large circle. Then draw two eyes, ears, nose and a smiley mouth. Do the same facial gesture and say "I'm happy! Happy, happy, happy". Get everyone to chorus "happy" and do the facial expression.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn feeling words. Tell them feelings are important part of our lives. Share some more feeling words to them by using picture cards.

Activity 1:

Ask students to open textbook page at 18. Then read statement of Time to read section. Ask them to look at the given pictures and read the given feeling words. Read the given feeling words with correct pronunciation. Ask them to read after you. Repeat this activity 4-5 times.

Activity 2:

Bring some picture cards to class and show them to students. Ask them to look at the pictures and tell which feeling are shown in picture cards. Appreciate them at their correct responses.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call a student up to the front of the class and give him/her the chalk/marker. Whisper a feelings word (e.g. "angry") and get him/her to draw the face in the circle. If he/she is having difficulty, show him a picture or flashcard. Invite the class to shout out the answers – the first student with the correct answer can draw the next picture.

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

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

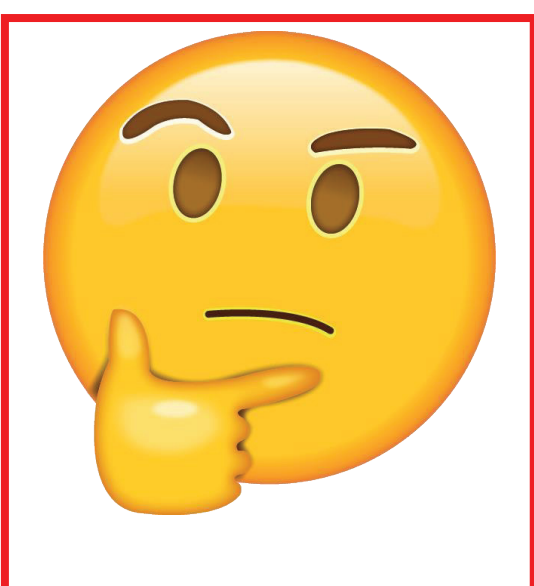
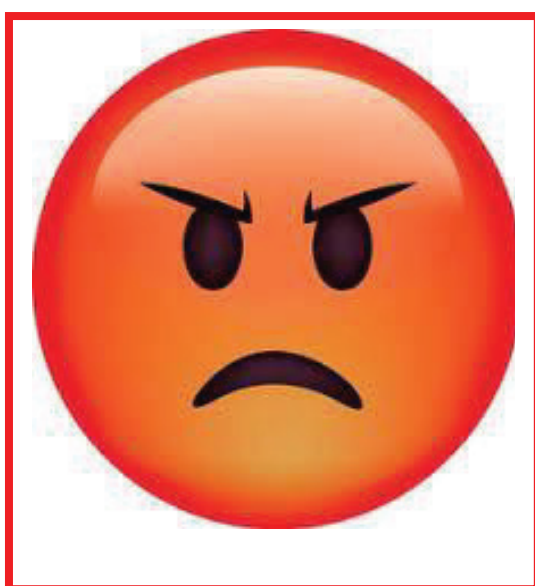
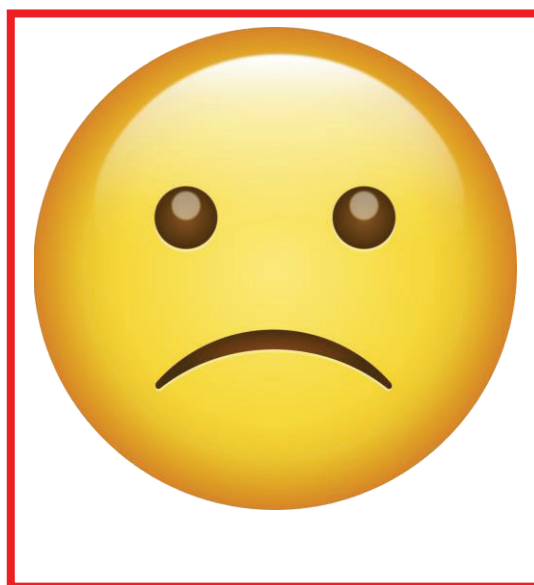
Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Picture cards



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

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 1**
Unit Name: ----- **Topic: Feeling words** **Date: _____**

Objective(s):

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

- Respond to and verbally express a range of feelings.
- Understand, match and write emotions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 18-19, picture cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Put students in pairs and give each pair a large, blank sheet of paper. Have each pair draw circles on the paper. Then have them in turns draw faces with different emotions for their partners to guess. At the end of the activity invite some students to show the rest of the class their pictures and say what the feeling words are (or get the others to guess).

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn feeling words.

Activity 1:

Ask students to open textbook page at 18. Then read statement from Time to listen and speak section. Ask students to make feelings on the given faces. Ask them to share how do they feel today. Praise them for their responses.

Activity 2:

Ask students to open textbook page at 19. Then read statement from Time to match section. Ask them to say and match the faces the leaves with correct feeling words. Ask them to follow the instructions. Guide them in completing this activity and help them if need be. Check their work side by side.

Activity 3:

Ask students to open textbook page at 19. Then read statement from Time to write section. Ask them to write the given feeling words by looking at the given pictures. Ask them to follow the instructions. Guide them in writing correctly. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to make a happy or sad face.

Homework: (2 mins)

Ask students to complete the given worksheet.

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Read each description and color each face.

 This face is ANGRY. Color it RED.	 This face is EXCITED. Color it YELLOW.
 This face is HAPPY. Color it ORANGE.	 This face is SAD. Color it BLUE.

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

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

Unit Name: ----- **Topic: Likes/ Dislikes** **Date: _____**

Objective(s):

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

- Express and talk about their likes and dislikes.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 20

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in a circle. Show them pictures of some fruits, vegetables or activities. Ask them to tell what they like or not. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn likes or dislikes. Tell them that everyone has some likes or dislikes. Encourage them to tell what they like or dislike the most. List down their responses on the board. Make a chart about likes and dislikes of students and display it in the class.

Activity 1:

First, draw a food or drink in the 'like' column (such as a banana). Get everyone to shout out what you have drawn. Gesture that you like this (say "Yummy!" and rub your tummy and smile make it obvious that you like it a lot). Say "I like bananas". Next, draw something in the 'dislike' column (such as a tomato). Again, get everyone to shout out what you have drawn. Gesture that you don't like this (say "Yuk!" or "It stinks!" and grimace – make it obvious that you don't like it). Say "I don't like tomatoes". To make sure everyone understands, draw another food/drink item in the 'like' and 'dislike' columns, using the same structures and gestures as before. This will turn into a fun guessing game as everyone tries to guess what is being drawn.

Activity 2:

Ask students to open textbook page at 20. Then read statement. Ask students to make happy smiley face on the things they like and sad smiley face the things they don't like. Guide them in completing the activity. Help them if need be. Praise them for their responses.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share their favorite cartoons.

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

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**
Unit Name: ----- **Topic: Days of week** **Date: _____**

Objective(s):

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

- Recall days of the week.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 21, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Prepare some word cards of days of week and paste them in the classroom. Then bring everyone into the middle of the room. Shout out "Monday" and everyone has to race over to a Monday card and touch it. Then "Tuesday" and so on (in the correct order) until you make it through all the week days. Appreciate them at their active participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn days of week. Tell them that there are seven days in a week. Play audio/video of poem day of week in class. Encourage them to share their weekend routine with classmates.

Activity 1:

Ask students to open textbook page at 21. Then read statement. Read the given days names with correct pronunciation and ask them to repeat after you. Ask them to learn their spellings.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to tell name of any day of the week.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace the names of days of week.

1.	Sunday	
2.	Monday	
3.	Tuesday	
4.	Wednesday	
5.	Thursday	
6.	Friday	
7.	Saturday	



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

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

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

Objective(s):

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

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 12- 21, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in a circle. Then ask them to share some digraphs with their words. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise concepts of digraphs, sight words and one-syllable words.

Activity 1:

Ask students to open textbook page at 12. Then read the words with given digraphs with correct pronunciation. Ask students to repeat after you.

Activity 2:

Ask students to open textbook page at 14. Then read the given sight words with correct pronunciation. Ask students to repeat after you.

Activity 3:

Ask students to open textbook page at 16. Then read the given one-syllable words with correct pronunciation. Ask students to repeat after you.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call a student at random and ask him/her to write any one-syllable word on the board.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Circle the correct digraph of each picture.

 th wh	 sh ch
 ch ph	 th ph
 sh th	 th wh
 ch wh	 th sh
 wh ph	 ch sh
 ch sh	 th ph

Read the given sight words.

from

and

yes

are

she

you

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

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

5

Unit Name: ----- **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 12-21

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle and ask them to share names of some feeling words and days names. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise concepts of feelings and days of week.

Activity 1:

Ask students to open textbook page at 18. Then read the given feeling words with correct pronunciation. Ask students to repeat after you.

Activity 2:

Ask students to open textbook page at 21. Then read the given days of week with correct pronunciation. Ask students to repeat after you.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students to tell days of week in correct order. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

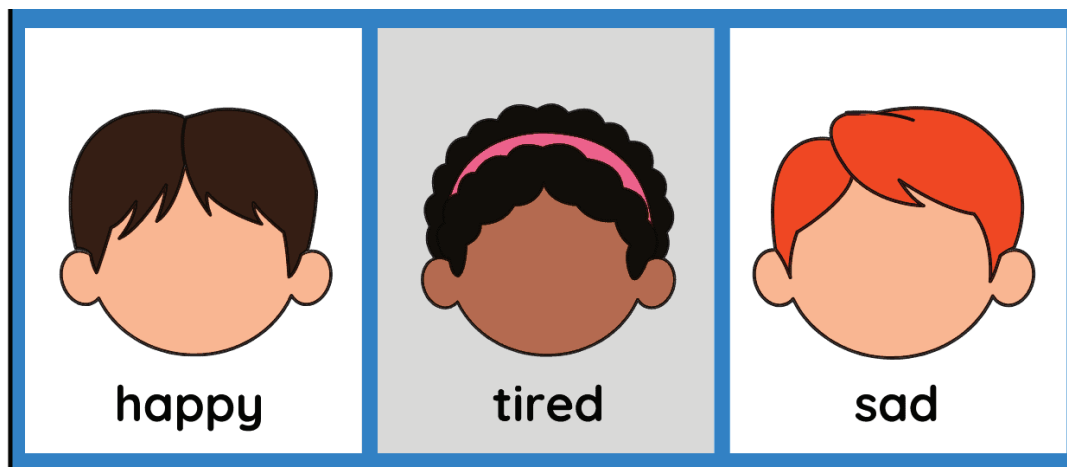
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

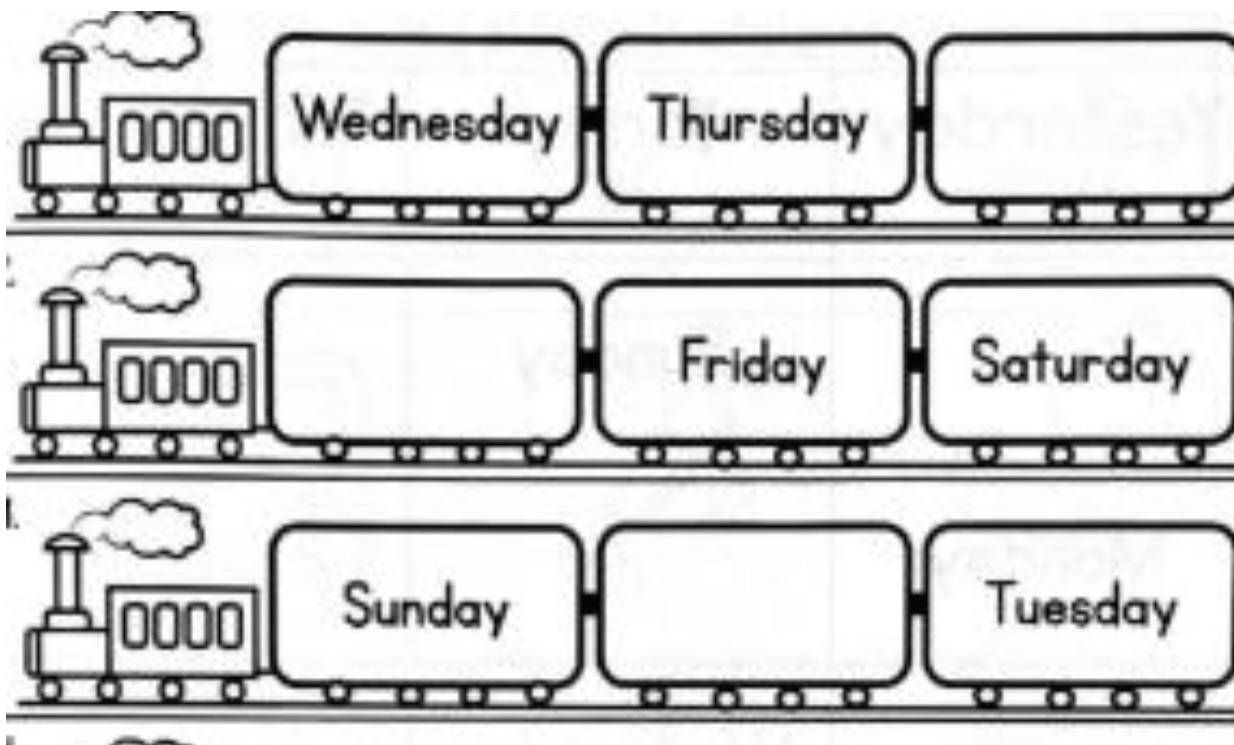
Name: _____

Date: _____

Draw the faces according to given feelings.



Which day comes next/before. Fill in the given boxes.



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

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 1**
Unit Name: ----- **Topic: Words and pictures** **Date: _____**

Objective(s):

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

- Recognise and understand that words and pictures carry meanings.
- Use words orally in sentences.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 22, picture cards, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show picture cards of some random words to students. Ask them to tell the names of these pictures by looking at them. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn new words with help of pictures. Explain to students that words and pictures carry meanings.

Activity 1:

Ask students to open textbook page at 22. Then read statement aloud. Ask them to look at the given pictures carefully and say their names. Read the given words aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings. Then say a sentence about it each picture and ask them to repeat after you.

Activity 2:

Show them flash cards of words. Read these words aloud and ask them to repeat after you. Encourage them to say a sentence about these pictures.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to pick any picture card and say a sentence about it.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture cards



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

Word Cards

book

hat

dish

orange

sun

photo

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

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 2**
Unit Name: ----- **Topic: Words and pictures** **Date: _____**

Objective(s):

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

- Understand that words and pictures carry meanings.
- Match words with pictures.
- Write names of pictures.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 22-23, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show word cards to students and ask them to read these words aloud. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn words and pictures. Explain to students that words and pictures carry meanings.

Activity 1:

Ask students to open textbook page at 22. Then read statement from Time to listen and speak section. Ask students to look at the given pictures and say a sentence about these pictures.

Activity 2:

Ask students to open textbook page at 23. Then read statement from Time to match section. Ask them to say and match with words with correct pictures. Ask them to follow the instructions. Guide them in completing this activity and help them if need be. Check their work side by side.

Activity 3:

Read statement from Time to write and speak section. Ask students to look at the given pictures and write a correct word for each picture.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some words with their spellings.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Circle the picture on each line that has the same meaning as the word.

cat			
den			
pin			
box			
run			
dot			

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

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 3**
Unit Name: ----- **Topic: Word Families** **Date: _____**

Objective(s):

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

- Recognise word families (-an, -et).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 24, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some letters on board and ask them to join them to make some words. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn word families of -an and -et.

Activity 1:

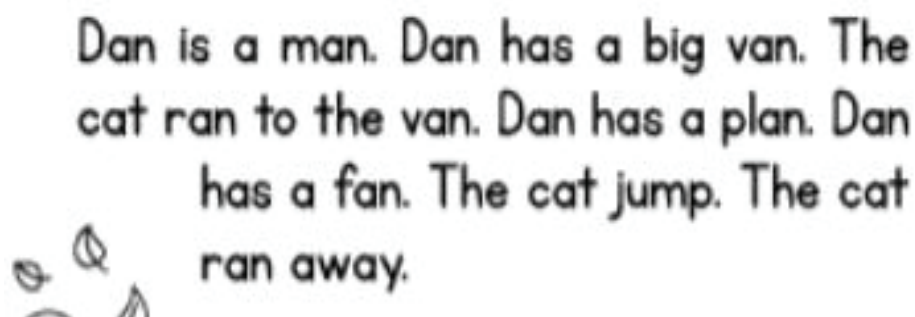
Ask students to open textbook page at 24. Then read statement aloud. Read the given words – an and –et with their families aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings.

Activity 2:

Engage students in making Word Family Flower. Divide students into two groups. Make two flower stems with round shapes on top and print -an and -et inside the circle. Ask students to cut out petal shapes to be added to the flower. Ask students to take blank "petals," write -an and -et word, and, if possible, illustrate it. Each -an and -et word gets added around the center to make a Word Family Flower. Appreciate them at their correct responses.

Activity 3:

Ask them to read the given poems of -an and -et words.



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



Get the Vet!

I need to get the vet!

The vet can help my pet.

The vet met with the pet.

A net was on my pet.

The vet got the net off.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to pick any word card and read it.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Word Cards

ban	pan
can	ran
fan	tan
man	van
get	pet
jet	set
met	vet
net	wet

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

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: -----

Topic: Word Families

Date: _____

Objective(s):

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

- Recognise word families (-in, -un, -ot).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 24, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write some letters on board and ask them to join them to make some words. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn word families of -in, -un and -ot.

Activity 1:

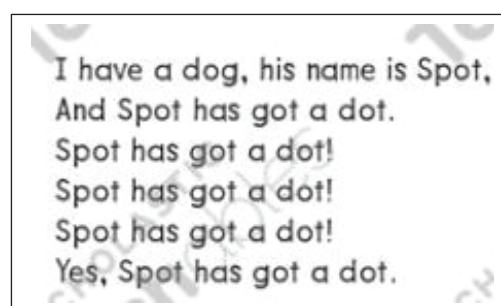
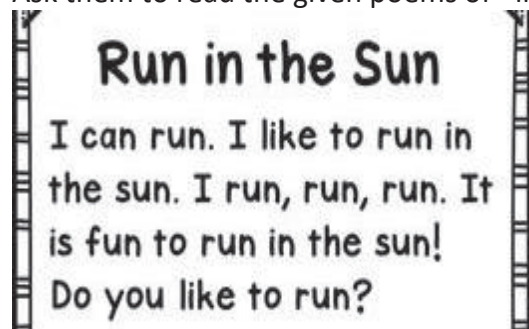
Ask students to open textbook page at 24. Then read statement aloud. Read the given words – in, -un and -ot with their families aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings.

Activity 2:

Engage students in an activity. Put some word cards in a jar. Then make three baskets and label them as -in, -un and -ot words. Call students at random and ask them to pick any word card and put it in a correct basket. Appreciate them at their correct responses.

Activity 3:

Ask them to read the given poems of -in, -un and -ot words.



Dan is my kin
Oh dear fish where is your fin,
I put some cream on my skin,
Put the tin in the bin.

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

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to pick any word card and read it.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Word Cards

cot	jot	bun	run
dot	pot	fun	sun
got	shot	gun	shun
hot	spot	nun	stun

bin	chin
fin	grin
pin	spin
win	thin

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

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 5**
Unit Name: ----- **Topic: Word Families** **Date: _____**

Objective(s):

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

- Recognise word families (-ad, -it, -en).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 25, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some letters on board and ask them to join them to make some words. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn word families of -ad, -it and -en.

Activity 1:

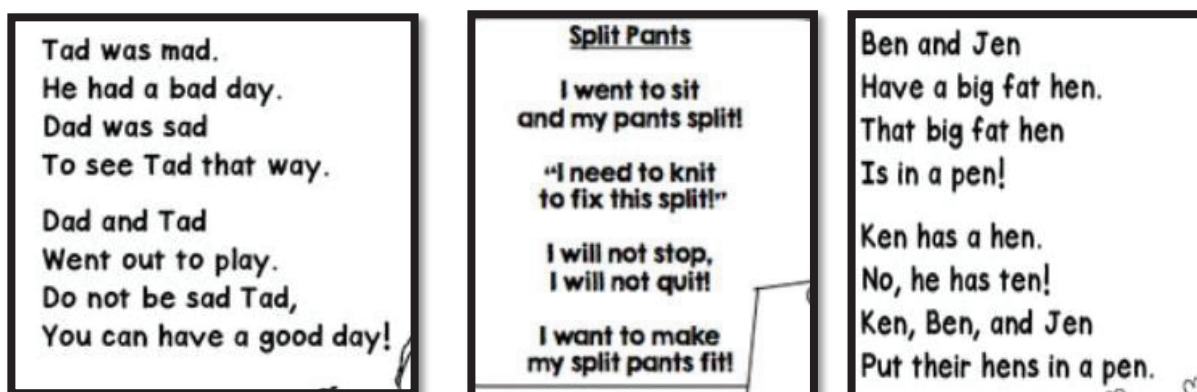
Ask students to open textbook page at 25. Then read statement aloud. Read the given words – ad, -it and -en with their families aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings.

Activity 2:

Engage students in an activity. Put some word cards in a jar. Then make three baskets and label them as of -ad, -it and -en words. Call students at random and ask them to pick any word card and put it in a correct basket. Appreciate them at their correct responses.

Activity 3:

Ask them to read the given poems of -ad, -it and -en words.



Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to pick any word card and read it.

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

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Word Cards

bit	lit
fit	pit
hit	sit
kit	knit

bad	mad
dad	sad
had	glad

den	pen
fen	ten
hen	yen
men	when

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

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**
Unit Name: ----- **Topic: Word families** **Date: _____**

Objective(s):

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

- Recognise word families (-og, -ug)

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 25, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some letters on board and ask them to join them to make some words. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn word families of -og and -ug words.

Activity 1:

Ask students to open textbook page at 25. Then read statement aloud. Read the given words – og and -ug with their families aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings.

Activity 2:

Engage students in an activity. Put some word cards in a jar. Then make two baskets and label them as of -og and -ug words. Call students at random and ask them to pick any word card and put it in a correct basket. Appreciate them at their correct responses.

Activity 3:

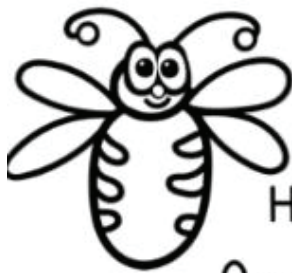
Read the given stories and poem of -og and -ug words. Ask students to read after you.

Sam and his dog

Sam has a big dog. Sam likes to go jog with his dog. They jog past a log. There is a frog on the log. They can see it in the fog.



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



The Bug

Tim has a funny bug.
The bug likes to hug Tim.
He also likes to sleep in a mug.
One day, the bug got stuck in a jug.
Tim dug the bug out of the jug.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Word Cards

bug	rug	jog	
hug	tug	log	
jug	plug	frog	
mug	slug	bog	

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

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**
Unit Name: ----- **Topic: Word families** **Date: _____**

Objective(s):

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

- Make words using word families orally.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 25, Ping-Pong balls and paper cups

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 word cards of random families on the board. Call students at random and ask them to share some words

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn making words orally.

Activity 1:

Ask students to open textbook page at 25. Then read statement aloud from Time to listen and speak. Read the given word families aloud. Then ask them to say a word according to given word families. Appreciate them at their correct responses.

Activity 2:

Bring some ping pong balls and paper cups in the class. Then write words in specific word families on individual ping pong balls with permanent marker. Write the words on both sides of the ball. Label the paper cups with word families. Then call students at random and say any word family aloud. Ask him/her to pick correct ping pong ball by reading correct word. Then ask them to throw it in the right paper cup. Appreciate them by clapping.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some word families with their respective words.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 3**
Unit Name: ----- **Topic: Word Families** **Date: _____**

Objective(s):

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

- Identify words having same word families and colour objects accordingly.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 26, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Paste some word cards of random families on the board. Call students at random and ask them to share some words

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to do activity of word families.

Activity 1:

Ask students to open textbook page at 26. Then read statement aloud from Time to colour. Ask students to colour the words with –en words. Ask them to follow the given instructions. Ask them to colour within the designated space. Appreciate them at their correct responses.

Activity 2:

Make some groups of students. Distribute worksheets among them and ask them to complete them.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some word families.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Match the words that belong to same word family and colour them.



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

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**
Unit Name: ----- **Topic: Word Families** **Date: _____**

Objective(s):

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

- Make words using word families (-at,-it).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 26, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Paste some word cards of random families on the board. Call students at random and ask them to share some words

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write word families.

Activity 1:

Ask students to open textbook page at 26. Then read statement aloud from Time to write. Ask students to write words with –at and it word families. Ask them to follow the given instructions. Ask them to write correctly. Appreciate them at their correct responses.

Activity 2:

Make some groups of students. Distribute worksheets among them and ask them to complete them.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some words with –it and –at word families.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Find the words with –at endings.

☐ cat	c	a	t	r	o
☐ rat	s	g	h	a	k
☐ mat	f	m	a	t	p
☐ hat	a	w	t	d	e
☐ fat	t	u	m	c	j
☐ bat	i	n	b	a	t




Write the missing letters.

_____	it	
_____	it	
_____	it	
_____	it	
_____	it	

h	k	s	p	f
---	---	---	---	---

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

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**
Unit Name: ----- **Topic: Word Families** **Date: _____**

Objective(s):

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

- Make words using word families (-an, -ug, -et).

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share words with -an, -ug and -et word families.

Main Activities/Concept Building: (25 mins)

Activity 1:

Ask students to open textbook page at 27. Then read statement aloud from Time to write. Ask students to write words with -an, -ug and -et word families. Ask them to follow the given instructions. Encourage them to write more words to complete the given word families. Ask them to write correctly. Appreciate them at their correct responses.

Activity 2:

Make some groups of students. Distribute worksheets among them and ask them to complete them.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some word families.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Directions: Look at the picture below.
Find, circle, and write the word family word in the correct column.

-at family	-an family	-ap family	-ag family
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____

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

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 1**
Unit Name: ----- **Topic: Naming objects** **Date: _____**

Objective(s):

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

- Recognise the simple naming object from pictures.
- Use correct pronunciation.
- Draw on words from an enhanced vocabulary.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 28, picture and word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show picture cards of some random words to students. Ask them to tell the names of these pictures by looking at them. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn naming objects.

Activity 1:

Ask students to open textbook page at 28. Then read statement aloud. Ask them to look at the given pictures carefully and say their names. Read the given words aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings. Then say a sentence about it each picture and ask them to repeat after you.

Activity 2:

Show them flash cards of words. Read these words aloud and ask them to repeat after you. Encourage them to say a sentence about these pictures.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to pick any picture card and say a sentence about it.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

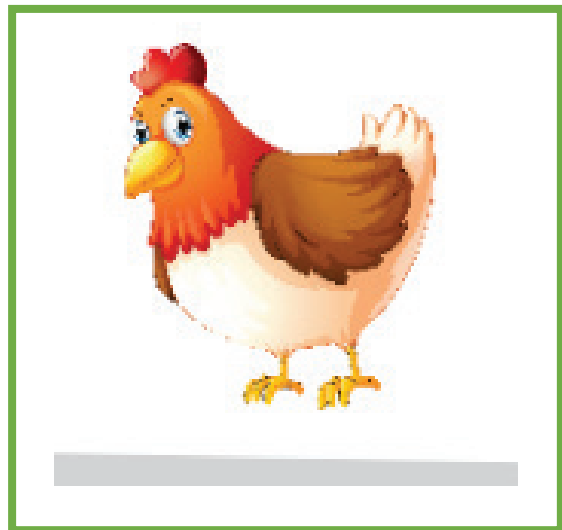
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture cards



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

Word Cards

book

hat

table

ant

cake

tree

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

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name: -----

Topic: Naming Objects

Date:

Objective(s):

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

- Identify the simple objects from surrounding and name them.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 28, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in a circle. Show them some pictures from their textbook. Point to any picture and ask them to guess its correct name. Appreciate them by clapping.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to identify names of simple objects.

Activity 1:

Point to some objects of classroom. Ask them to name these objects. Appreciate them at their correct responses.

Activity 2:

Ask students to open textbook page at 28. Then read statement from Time to listen and speak section. Ask students to say the names of two objects aloud and say two sentences about it.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to share names of their favourite toys.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: -----

Topic: Naming objects

Date:

Objective(s):

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

- Identify the simple object names from pictures.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share words

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to identify names of simple objects.

Activity 1:

Show them picture cards of objects at home and school. Ask them to name these objects.

Appreciate them at their correct responses.

Activity 2:

Ask students to open textbook page at 29. Then read statement from Time to circle section. Ask students to circle the correct name of each picture. Guide them in completing the activity and help them if need be.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to share names of their favourite fruits and vegetables.

Homework:

(2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

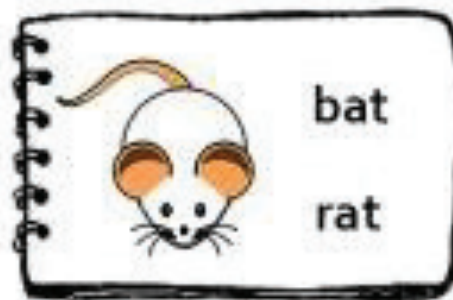
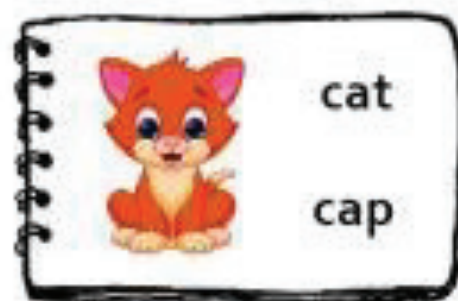
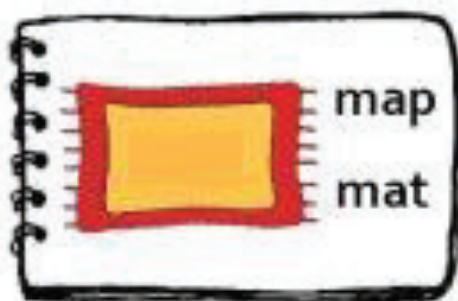
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Underline the correct name of each picture.



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

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: -----

Topic: -----

Date: -----

Objective(s):

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

- Identify and write the simple naming objects from pictures.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show some picture cards to students and ask them to share their names. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write names of objects.

Activity 1:

Put some picture cards in the basket. Say the name of any object, call students one by one and ask them to pick that picture card. Appreciate them at their correct responses.

Activity 2:

Ask students to open textbook page at 29. Then read statement from Time to write section. Ask students to write the correct name of each picture. Guide them in completing the activity and help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share names of their favourite animals.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Fill in the blanks.

banana	egg	car
gift	apple	igloo
door	hat	flower

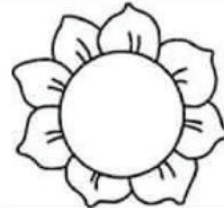




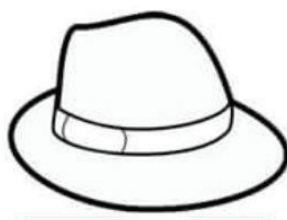


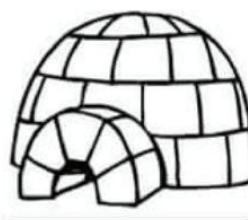












Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 5**
Unit Name: ----- **Topic: Picture story** **Date: _____**

Objective(s):

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

- Listen a simple picture story.
- Retell a picture story in a correct sequence.
- Understand order of sequences in stories.

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".

Ask students to share which is their favourite animal and why do they like it. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read picture story.

Activity 1:

Ask students to open textbook page at 30. Then read statement. Read the given story aloud and ask them to listen the given story. Encourage them to look at the given pictures and say some sentences about them. Ask them different questions related to story. Tell them that we should take care animals around us.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share names of characters of story.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

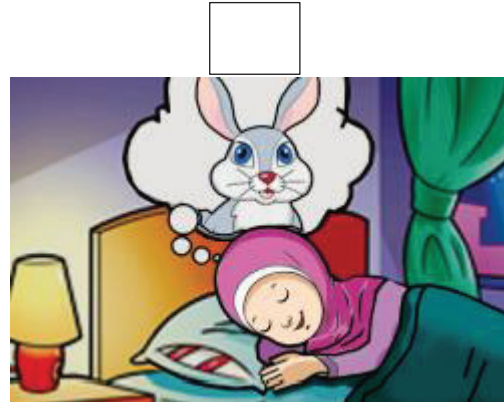
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Write numbers in order to mark the correct sequence of pictures.



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

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 1**
Unit Name: ----- **Topic: Picture story.** **Date: _____**

Objective(s):

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

- Retell a story in sequence.
- Tell what comes next by looking at pictures.
- Tell about favorite story.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 30, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask different questions about story. Show them picture cards and ask them to name characters of story.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to listen picture story. Ask them to role-play the given picture story. Ask them to tell what comes next by looking at the pictures.

Activity 1:

Get students into pairs and ask them to retell the story in their own words. Ask them to keep in mind the correct sequence of story. Guide them in retelling the story.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to retell their favourite story.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

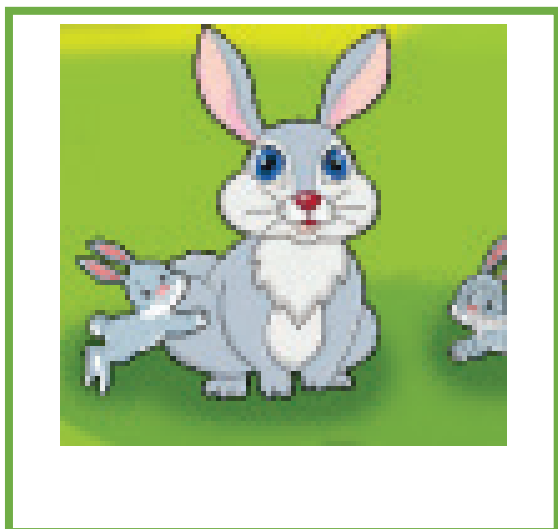
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture cards



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

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name: -----

Topic: Poem

Date: _____

Objective(s):

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

- Recite rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, 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".

Ask students to tell do they have wall clock in their house and classroom. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recite the poem. {half}

Activity 1:

Ask them to open text book at page 31. Recite the poem with correct pronunciation. Ask them to listen the poem attentively and encourage them with actions. Have them enjoy reading the poem. Tell them how we use clocks and watches to tell time.

Activity 2:

Make groups of students. Engage them in clock making activity with paper plates. Ask them to make their clocks, decorate and display it on the walls of classroom.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to read the poem.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: -----

Topic: Poem

Date: _____

Objective(s):

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

- Recite rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 31, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share some lines of the poem.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recite the poem. {Remaining half}

Activity 1:

Ask them to open text book at page 31. Recite the poem with correct pronunciation. Ask them to listen the poem attentively and encourage them with actions. Have them enjoy reading the poem. Tell them how we use clocks and watches to tell time. Ask different questions about poem by using given picture cards.

Activity 2:

Make groups of students. Ask them to make a mouse with help of chart papers or card boards.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read the poem.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

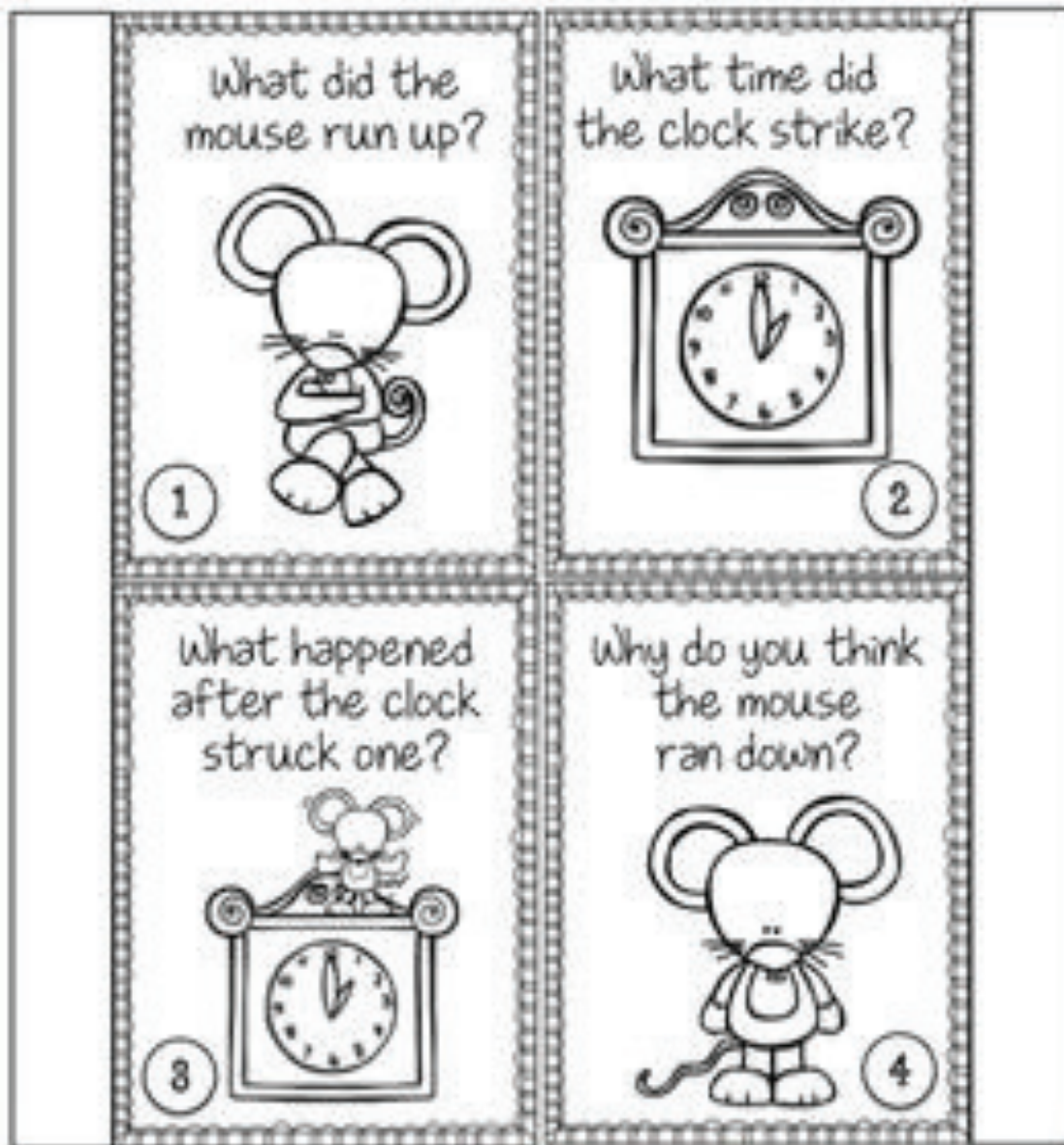
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture cards



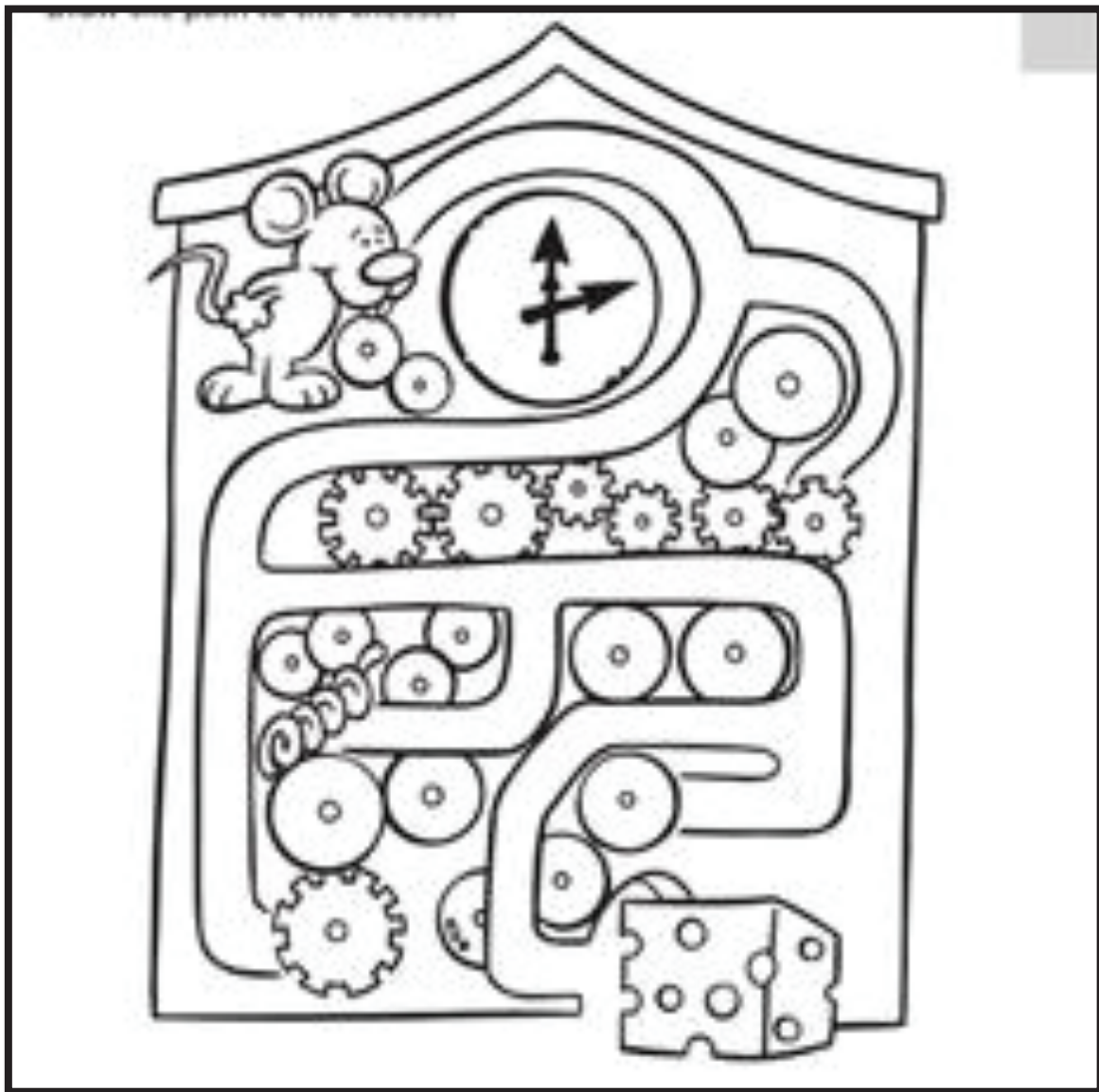
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Help the mouse to reach to the piece of cheese.



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

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 4**
Unit Name: ----- **Topic: Naming words** **Date: _____**

Objective(s):

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

- Recognise the simple naming words from pictures.
- Use correct pronunciation.
- Draw on words from an enhanced vocabulary.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 32, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show picture cards of some words to students. Ask them to tell the names of these pictures by looking at them. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn naming words. Explain to students that all humans, animals, places and things have names. They are called nouns. Write some examples on board.

Activity 1:

Ask students to open textbook page at 32. Then read statement aloud. Ask them to look at the given pictures carefully and say their names. Read the given words aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings. Then say a sentence about it each picture and ask them to repeat after you.

Activity 2:

Show them flash cards of words. Read these naming words aloud and ask them to repeat after you. Encourage them to say a sentence about these pictures.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to pick any picture card and say a sentence about it.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

Picture cards



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

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**
Unit Name: ----- **Topic: Naming words** **Date: _____**

Objective(s):

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

- Recognise the simple naming words from pictures.
- Use correct pronunciation.
- Draw on words from an enhanced vocabulary.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 32, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share some examples of naming words. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn naming words. Explain to students that all humans, animals, places and things have names. They are called nouns. Write some examples on board.

Activity 1:

Ask students to open textbook page at 32. Then read statement aloud. Ask them to look at the given pictures carefully and say their names. Read the given words aloud with correct pronunciation and ask them to read after you. Repeat this activity 4-5 times. Ask them to learn these words with their spellings. Then say a sentence about it each picture and ask them to repeat after you.

Activity 2:

Show them flash cards of words. Read these naming words aloud and ask them to repeat after you. Encourage them to say a sentence about these pictures.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to pick any picture card and say a sentence about it.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Identify & circle all the pictures that names animal.



Bear



Orange



Cheetah



Sun



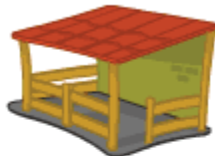
Fox



Home



Lion



Barn



Deer



Tree



Panda



Den

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

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 1**
Unit Name: ----- **Topic: Naming words** **Date: _____**

Objective(s):

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

- Identify the simple naming words in surrounding and share them.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 32, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share their names.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn naming words.

Activity 1:

Have them recall the naming words. Tell them that just like them, animals, things and places have names too. Ask them the name of the place where they live? (House). Ask them the name of the white oval thing that we eat for breakfast (egg). Ask names of different categories of objects, such as the name of the thing from where rain comes.

Activity 2:

Ask them to open textbook at page 32. Read the statement. Ask them to follow the instructions. Ask them to look around and say the names of any five naming words. Also ask them to share a sentence about these things.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

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

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

**TICK THE
NOUNS**

Noun is the name of a
Person, Place, Animal or
Thing.

the	big	Tom	bus	door
cat	stick	ate	win	this
on	child	apple	mom	pen
rug	go	is	one	how
dog	bike	sun	desk	room
find	are	it	red	me

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

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**
Unit Name: ----- **Topic: Naming words** **Date: _____**

Objective(s):

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

- Identify the simple naming words from pictures.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have them sit in a circle. Bring some soft toys to class. Show them to them. Ask them to share the correct name of that soft toy. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn naming words.

Activity 1:

Ask students to open textbook page at 33. Then read statement aloud from Time to colour section. Ask them to look at the given pictures carefully and say their names. Then ask them to colour the nouns using given colour key. Guide them in completing the activity.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share names of their family members.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Look at the picture and tick the correct noun



Thing

Animal



Place

Thing



Thing

Person



Animal

Thing



Place

Person



Person

Thing



Animal

Thing



Thing

Animal



Person

Animal



Place

Person

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

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

Unit Name: ----- **Topic: -----** **Date: -----**

Objective(s):

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

- Identify and write the simple naming words from pictures.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share words

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn naming words.

Activity 1:

Ask students to open textbook page at 33. Then read statement Time to writ. Ask them to look at the given pictures carefully and say their names. Ask them to write their correct naming words,

Ask them to learn these words with their spellings. Then say a sentence about these pictures.

Check their work side by side.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share names of their favourite places.

Homework: (2 mins)

Ask students to solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Put nouns in their correct boxes.

caterpillar	school	tree
sun	sister	dog
man	house	hat
ant	doctor	frog
gas station	family	zoo
	pizza	



People

Animals



Places



Things



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

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Unit Name: -----

Topic: Revision

Date: _____

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 22-33

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have students sit in circle. Show them some picture cards and ask them to tell names of these pictures. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise concepts of word families and words and pictures.

Activity 1:

Ask students to open textbook page at 22. Then read the given words with correct pronunciation. Ask students to repeat after you.

Activity 2:

Ask students to open textbook page at 23-24. Then read the word families with correct pronunciation. Ask students to repeat after you.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share examples of word families.

Homework: (2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

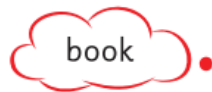
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Match the pictures with their names.



Add two more words to each family.



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

Term: 2

Periodic Unit: 1

Week:5

Lesson Plan: 5

Unit Name: -----

Topic: Revision

Date: _____

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 22-33

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students sit in circle and ask them to share names of their favourite animals. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to revise concepts of naming objects and nouns.

Activity 1:

Ask students to open textbook page at 28. Then read the given words with correct pronunciation. Ask students to repeat after you.

Activity 2:

Ask students to open textbook page at 32. Then read the given naming words correct pronunciation. Ask students to repeat after you.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

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

Homework:

(2 mins)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

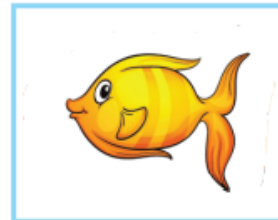
Date: _____

Look at the given pictures. Write the names of the given objects.









Colour the nouns using the key below.



person



place



thing



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 1**
Topic: Action Words **Date:**

Objective(s):

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

- Recognise simple action words from pictures (fly, read, eat).
- Use correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 34, picture cards

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". Show the picture card of action words (flying and eating) to students. Encourage them to tell what is happening in the picture. Possible answer will be:

- ✓ The bird is flying in the air.
- ✓ The boy is eating.

Motivate them to take part and answer. Praise them for their correct responses. Now call them at random and ask them to perform these actions.



Main Activities/Concept Building:

(22 mins)

Tell students that today they are going to learn action words. Explain to them that action words express actions. Ask students to open textbook page 34. Read aloud the title 'Action Words'. Read aloud the action words fly, read and eat. Point to the given pictures and ask them to read after you 3 to 4 times with correct pronunciation. Show them the picture card of an action word (read). Tell them that the girl is reading. Reading, read is an action word. Now show them the picture card of an action word (flying). Tell them that the bird is flying. Flying is an action word. Show and point on the third picture card and tell them that the boy is eating. Eating is an action words. Read the action words (eat, read and fly) aloud. Ask students to read after you with correct spelling. Encourage them to perform these actions.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Say any action word and ask students to listen you carefully. Ask them to perform that action.

Homework:

(2 mins)

Read page 34 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Action Words

Date:

Objective(s):

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

- Recognise simple action words from pictures (cook, run, sleep).
- Use correct pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 34, picture cards

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".

Show the picture card of action words (cooking and sleeping) to students. Encourage them to tell what is happening in the picture. Possible answer will be:

- ✓ The lady is cooking.
- ✓ The boy is sleeping.



Motivate them to take part and answer. Praise them for their correct responses. Now call them at random and ask them to perform these actions.

Main Activities/Concept Building:

(22 mins)

Tell students that today they are going to learn action words. Explain to them that action words express actions. Ask students to open textbook page 34. Read aloud the title 'Action Words'. Read aloud the action words cook, run and eat. Point to the given pictures and ask them to read after you 3 to 4 times with correct pronunciation. Show them the picture card of an action word (cook). Tell them that the girl is cooking. Cooking/cook is an action word. Now show them the picture card of an action word (run). Tell them that the horse is running. Run is an action word. Show and point on the third picture card and tell them that the boy is sleeping. Sleep is an action words. Read the action words (cook, run, and sleep) aloud. Ask students to read after you with correct spelling. Encourage them to perform these actions.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Say any action word and ask students to listen you carefully. Ask them to preform that action.

Homework:

(2 mins)

Read page 34 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Action Words **Date:** _____

Objective(s):

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

- Say and perform on simple action words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 34, word cards (write, jump, eat, sleep, drink)

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 mins)

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

Write any action word on the board. Ask students at random to come up and perform the action. Ask other students to guess the action. Have each student an opportunity to act out. Remind students that they cannot talk; they're only allowed to make gestures to help their classmates guess their word.

Main Activities/Concept Building: (22 mins)

Activity: 1

Ask students to open textbook page# 34. Have them recall action words. Read aloud the action words from the section "Time to Listen and speak". Ask students to read after you 3 to 4 times with correct pronunciation. Show them picture cards of these action words. Ask students look at the pictures and perform the action on these action words.

Activity: 2

Make students sit in a circle. Put all the word cards of action words in a basket. Call some students randomly and ask them to pick one card at a time from the basket and read it aloud.

Encourage them to perform on the selected action word. Praise them by clapping. Ask students to share different action words and read it aloud.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Say any action word and ask students to listen you carefully. Ask them to preform that action.

Homework: (2 mins)

Read page 34 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Action Words

Date:

Objective(s):

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

- Identify simple action words from pictures.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 35

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 mins)

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

Ask students to tell what action words are. Encourage them to share different examples. Write some action words on the board and ask some students to act out these action words.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Ask students to open textbook page 35. Read the statement from the section "Time to Match". Ask students to look at the given pictures and match them with their correct action words. Help them if need be. Praise them for their correct responses.

Activity 2:

Provide all students the given worksheet. Read the statement and explain them. Ask students to look at the given pictures and match them with correct action words accordingly. Help them if need be. Praise them for their correct responses.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Say any action word and ask students to listen you carefully. Ask them to preform that action.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Match action word with pictures.



•

• swim



•

• walk



•

• run



•

• climb



•

• hop

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Action Words

Date:

Objective(s):

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

- Identify and write simple action words from pictures.

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".

As it is continuity of pervious lesson. Ask students to tell what action words are. Encourage them to share different examples. Write some action words on the board and ask some students to act out these action words.

Main Activities/Concept Building:

(25 mins)

Activity 1:

Provide all students the given worksheet. Read the statement and explain them. Ask students to look at the given pictures and write correct action words accordingly. Help them if need be. Praise them for their correct responses.

Activity 2:

Ask students to open textbook page 35. Read the statement from the section "Time to Write". Ask students to look at the given pictures and fill in the blanks with the correct action words. Help them if need be. Praise them for their correct responses. Encourage them to write neatly with correct spelling.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Say any action word and ask students to listen you carefully. Ask them to preform that action.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Write the correct action word for each picture. You can take help from the word bank.

write sleep kick walk









Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 1**
Topic: Describing Words **Date:**

Objective(s):

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

- Recognise describing words (hot, cold, loud, quiet, smooth and sharp).
- Use correct pronunciation.

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". Bring a ball in the class. Ask students to tell, "What is this? Can you describe it for me? Is it big or small? Is it soft or hard? What colour is it?" Get students' feedback. Praise them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn describing words. Tell students that describing words are describe a person, place, animal or thing. Ask students to open textbook page 36. Read aloud the title 'Describing words'. Ask students look at the given picture and answer your questions. Read first columns pictures one by one.

- ✓ Point to first pictures and ask: Is it hot or cold? Note their response and say hot.
- ✓ Point to second picture and ask: Is it hot or cold? Note their response and say cold.
- ✓ Point to third picture and ask: Is it loud or quite? Note their response and say loud.
- ✓ Point to fourth picture and ask: Is it loud or quite? Note their response and say quite.
- ✓ Point to fifth picture and ask: Is it smooth and sharp? Note their response and say smooth.
- ✓ Point to fifth picture and ask: Is it smooth and sharp? Note their response and say sharp.

Explain to students that hot, cold, loud, quiet, smooth and sharp are describing words because they are describing each picture. Read the words one by one and ask them to read after you 3-4 times with correct pronunciation. Encourage them to come up with more describing words by looking at the pictures. Write more examples on the board for better understanding of the concept.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Show any picture to students and ask them to share 2-3 describing words for it.

Homework: (2 mins)

Read page 36 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Describing Words

Date:

Objective(s):

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

- Recognise describing words (small, large, hard, soft, wet, dry).
- Use correct pronunciation.

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". As it is continuity of previous lesson. Bring a stuff toy in the class. Ask students to tell, "What is this? Can you describe it for me? Is it big or small? Is it soft or hard? What colour is it?" Get students' feedback. Praise them for their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn describing words. Tell students that describing words are describe a person, place, animal or thing. Ask students to open textbook page 36. Read aloud the title 'Describing words'. Ask students look at the given picture and answer your questions. Read first columns pictures one by one.

- ✓ Point to first pictures and ask: Is it small or large? Note their response and say large.
- ✓ Point to second picture and ask: Is it small or large? Note their response and say small.
- ✓ Point to third picture and ask: Is it hard or soft? Note their response and say hard.
- ✓ Point to fourth picture and ask: Is it hard or soft? Note their response and say soft.
- ✓ Point to fifth picture and ask: Is it wet or dry? Note their response and say wet.
- ✓ Point to fifth picture and ask: Is it wet or dry? Note their response and say dry.

Explain to students that small, large, hard, soft, wet, and dry are describing words because they are describing each picture. Read the words one by one and ask them to read after you 3-4 times with correct pronunciation. Encourage them to come up with more describing words by looking at the pictures. Write more examples on the board for better understanding of the concept.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Show any picture to students and ask them to share 2-3 describing words for it.

Homework:

(2 mins)

Read page 36 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 3**
Topic: Describing Words **Date:** _____

Objective(s):

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

- Look picture and objects and use describing words about them.

Resource Material:

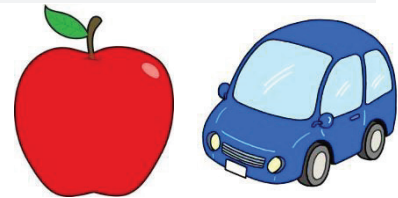
Chalk/Marker, White/Blackboard, Textbook page 36, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Show some picture cards to students. Ask some students at random to add a word for each picture. For example: red apple, blue car. Praise them for their correct responses.



Main Activities/Concept Building:

(25 mins)

Tell the students that describing words help us to describe a thing, a person or a place. For example: a blue shirt, a tall tree and a fat man.

Activity 1: Write words 'cup, shirt, tree, parrot, mango, orange' on the board. Ask students at random to add a describing word for them. Encourage them to respond.

Activity 2: Ask students to open their textbooks page 36. Have them read the statement from 'Time to listen and Speak' section and give instructions. Now ask them to look at the pictures given in the section and ask them to say a describing word about each given picture. Say a describing words for the given each picture. Ask students to repeat after you. Instruct them to use describing words in their sentences orally. Make sure they understand and follow the instructions carefully.

Activity 3: Draw a few pictures (a ball, a tree, a house, etc.) on the board and ask a few questions:

- ✓ A ball is round or square?
- ✓ a tree is tiny or large?
- ✓ a house is big or small?

Take their responses and praise them for correct answers. Ask them to use these describing words for each picture in their sentences orally.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Make a quick review with students of what they learned today.

Homework:

(2 mins)

Read textbook page 36.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**
Topic: Describing Words **Date:**

Objective(s):

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

- Identify and use describing words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 37, toy car

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Bring a toy car into the classroom and show it to students. Ask students to share words about it. They may say: small, fast, red, tiny, beautiful, etc. Note their responses on the board. Praise them for their participation in the activity.

Main Activities/Concept Building: (25 mins)

Ask students to open the textbook at page 37. Tell them to look at the pictures given in the 'Time to circle' section. Ask them to guess the name of these pictures, for example turtle, clown, chills, and ice. Motivate them to share one word about these pictures or objects. They may come up with different options such as: small, slow, green, red, hot, cold, etc. Note their responses on the board. Praise them for their active participation.

Activity 1: Now say the name of the picture given on page 37 of the textbook. Ask students to follow you. Now say different describing words for these picture. Help them to recall that describing words tell or describe about other things or objects, for example soft, sweet, pink, yellow, etc. Ask them to circle the correct describing words for each picture.

Activity 2: Now show picture cards of different objects to students and ask them to share describing words for them. Motivate especially shy students or slow learners to boost up their confidence.

Sum Up: (3 mins)

Once again, repeat about describing words with different examples.

Assessment: (5 mins)

Show pictures to the students, for example bag, pen, box, etc. and ask students to come up with describing words for them.

Homework: (2 mins)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Describing Words

Date:

Objective(s):

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

- Identify and write describing words.

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".

On the board, write several phrases with adjectives. For example: "good boy," "blue car," "soft ball," etc. Write at least eight sets. Draw students' attention to the board, slowly and deliberately read each set of words. Go back to the first phrase. Ask students to identify describing word in it. Note their responses and correct them if need be. Draw a line underneath each describing word. Repeat this process with the next phrases.

Main Activities/Concept Building: (25 mins)

Ask students to open the textbook at page 37. Tell them to look at the pictures given in "Time to Write" section. Ask them to name these pictures. Note their responses on the board. Praise them for their active participation. Ask them to write describing words in the given space with their relevant pictures. Be mobile and keep on guiding students.

Sum Up: (5 mins)

Once again, repeat about describing words with different examples.

Assessment: (5 mins)

Ask students to list at least three describing 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 – KPK & FEDERAL)	English	Primer B		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 1**
Topic: Article **Date:** _____

Objective(s):

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

- Recognise the use of article 'a' and 'an'.

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".

Ask students the following questions:

- ✓ Who remembers what a consonant is?
- ✓ Who remembers what a vowel is?
- ✓ How many vowels are there in alphabet?
- ✓ Can you give me an example of some words that start with consonants?
- ✓ Can you give me an example of some words that start with vowels?

Main Activities/Concept Building: (25 mins)

Tell the students that today they are going to read about article (a, an) given on page 38 of the textbook. Point to the chair. What is this? It is a chair. Emphasize the word 'a'. Point to the inkpot. What is this? It is an inkpot. Stress on the word 'an'.

Explain that the article 'a' is used with any object that begins with a consonant. After that tell students that article 'an' is used with an object that begins with a vowel. Discuss how we identify objects and use 'a' and 'an' to symbolize them.

Activity: Ask the students to take out their textbook and open page 38. Read the first two words and ask them, what is the initial sounds of these words? They must reply 'u' and 'a'. Explain to them that the article 'an' is used with them. Do the same with other pictures. Read all words with articles. Point to different objects in the classroom and ask, what is this? Ensure they use the article before they say the name of the object.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students' understanding by asking a few questions. When we use 'a' and 'an'.

Homework: (2 mins)

Read page no. 38 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**
Topic: Article **Date:**

Objective(s):

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

- Identify and use articles orally. Understand and follow instructions.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

- ✓ Who remembers the two different articles we have learnt?
- ✓ Can anyone tell me when we use 'a' or when do we use 'an'?

Main Activities/Concept Building: (25 mins)

Tell the students that today they are going to read about article (a, an) given on pg. 38 of the textbook. Tell them that they are going to look at different pictures and decide whether to use 'a' or 'an'. Have them remind that the article 'an' is used with an object that begins with a vowel. Explain that the article 'a' is used with an object that begins with a consonant.

Activity 1: Bring different object flash cards to the class. Show any object flashcard (e.g. apple, cat, banana, mango, etc.) to students and ask at random to any students to look at the picture first. Then tell what do you see? Note his/her response and ask him/her to use article with it (an apple). Instruct another students to look at the second picture. What do you see? (a cat). Do this activity with all students.

Activity 2: Point to different objects in the classroom and ask, what is this? Ensure they use the article before they say the name of the object. Involve all students in this activity. Correct them if they are wrong.

Activity 3: Ask students open their textbook page 38. Look at the pictures given in the "Time to Listen and Speak" section. Ask them to name the picture and add 'a' or 'an' to each picture.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students' understanding by asking a few questions. You may ask:
 What have you learned today?

Homework: (2 mins)

Read page no. 38 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Article **Date:** _____

Objective(s):

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

- Identify and use articles. Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Point to different objects in the classroom and ask students, what is this? Ensure students use the article before they say the name of the object. Note their responses and correct them if they are wrong.

Main Activities/Concept Building: (25 mins)

Tell the students that today they are going to read about article (a, an) given on page 38 and do an activity on page 39. Tell them that they are going to look at different pictures and decide whether to use 'a' or 'an'. Retell them that the article 'an' is used with an object that begins with a vowel and 'a' is used with an object that begins with a consonant.

Activity 1:

Draw two picture on the board and write their name: orange and pear. Ask students to tell which of these words will have 'an' and which will have 'a'? Do this activity 2-3 time with other objects (e.g. book, inkpot, insect umbrella, egg, glass, box, etc.).

Activity 2:

Ask students to take out their textbooks and open page 39. Read the statement and explain it to the students. Instruct them to look at the pictures and help the class decide whether to circle 'a' or 'an'. Ask them to circle the correct article for the given pictures.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students' understanding by asking a few questions. You may ask:

- ✓ Can anyone tell me when we use 'a' or when do we use 'an'?

Homework: (2 mins)

Read page 38-39 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Write 'a' or 'an' for each picture.



_____ hen



_____ insect



_____ car



_____ ball

orange



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Article **Date:** _____

Objective(s):

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

- Write and identify and use articles.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

As it is continuity of previous lesson. Ask students:

- ✓ Who remembers the two different articles they have learnt?
- ✓ Can anyone tell me when we use 'a' or when do we use 'an'?

Main Activities/Concept Building: (25 mins)

Tell the students that today they are going to doing activity on article (a, an) given on textbook page 39. Tell them that they are going to look at different pictures and decide whether to use 'a' or 'an'. Explain that the article 'an' is used with an object that begins with a vowel and 'a' is used with an object that begins with a consonant.

Activity 1:

Write random words that begin with consonants and vowels. Ask students use article with these words. Tell students that if you use the word 'a' or 'an' incorrectly, they have to stand up. Otherwise, they should remain seated e.g. a orange, an glass etc.

Activity 2:

Ask the students to take out their textbooks and open page 39. Read the statement from 'Time to Write' section and explain it to the students. Read the pictures' names. Instruct them to read the names of the pictures again and help the class decide whether to add 'a' or 'an'.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students' understanding by asking a few questions. You may ask:

- ✓ Can anyone tell me when we use 'a' or when do we use 'an'?

Homework: (2 mins)

Read page 38-39 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks using the article 'a' or 'an'.

_____ apple

_____ box

_____ hen

_____ egg

_____ ox

_____ fish

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Our Country **Date:** _____

Objective(s):

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

- Know about our country.
- Listen and repeat simple sentences.

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".

Ask students to share which is their favourite place and why do they like it. Ask them to tell their country and city name. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read about our country. Write the title "Our Country" on the board.

Activity 1:

Ask students to open textbook page at 40. Then read statement. Read the given sentences aloud and ask them to listen the given story. Encourage them to look at the given pictures and say some sentences about them. Ask them different questions related to country. Tell them that we should take care of our country resource and save them.

Activity 2:

Divide students in 3-4 groups. Ask them to think of ways to show respect to our country. Help them in thinking the ways by saying a few sentences, for example by cleaning our environment, by saving resources or by following rules, etc. Ask them to share their points with their classmates.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess their understanding by asking some questions such as:

- What is the name of our country?
- How many colour in the Pakistani's Flag?

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Places Around Us

Date:

Objective(s):

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

- Know about different places around us.
- Listen and repeat simple sentences.

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".

Ask students to share which is their favourite place and why do they like it. Ask them to tell their country and city name. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read about different places. Write the title "Places Around Us" on the board.

Activity 1:

Ask students to open textbook page at 40. Then read statement. Read the given sentences aloud and ask them to listen the given story. Encourage them to look at the given pictures and say some sentences about them. Ask them different questions related to place. Tell them that we should take care of our environment.

Activity 2:

Divide students in 3-4 groups. Ask them to think of ways to keep clean our environment and place around us. Help them in thinking the ways by saying a few sentences, for example by throwing wrappers in the bins, by planting trees, by putting things on their places, etc. Ask them to share their points with their classmates.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess their understanding by asking some questions such as:

- Which is their favourite place and why do they like it?
- Share a sentences about their school.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Position Words

Date:

Objective(s):

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

- Recognise simple position words (in, under, in front of, beside, behind, on).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42, box, ball

Teaching & Learning Activities:

Opening Activities/Warm-up: (10 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that we are going to play a fun activity.

- ✓ Put the ball in the box. Ask a student, "Where is the ball?"
Encourage them to respond in full sentence: "The ball is in the box."
- ✓ Put the ball in the box. Ask a student, "Where is the ball?"
Encourage them to respond in full sentence: "The ball is in the box."
- ✓ Put the ball under the box. Ask a student, "Where is the ball?"
Encourage them to respond in full sentence: "The ball is under the box."
- ✓ Place the ball in front of the box. Ask the students, "Where is the ball?"
Encourage them to respond in a full sentence: "The ball is in front of the box."

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn about position words.

Discuss how prepositions help to explain the position of an object. Show them the picture of a ball in the box. Ask them that to tell where the ball is? I need a word to say where the ball is. I use the word 'in'.

Activity: Ask students to get to page 32 of the textbook and look at the pictures. Ask students, "Where is the bee?" Is the bee in the hive? Or is it on the hive? Give each student a cube or any other object. Ask them to put the cube on the table. After getting it done, ask students to put it in their bags. Do the same for other two prepositions (under, in front of). Make sure they use the correct pronunciation of position words.

Sum Up: (3 mins)

Sum up the lesson by using different object to explain position words ((in, under, in front).

Assessment: (5 mins)

Place different object to ask question about position words ((in, under, in front).

Homework: (2 mins)

Read page no. 42 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Position Words **Date:** _____

Objective(s):

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

- Recognise simple position words (in, under, in front of, beside, behind, on).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42

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 students that we are going to play a fun activity.

- ✓ Put a pen beside the box. Ask students, "Where is the pen?"
- ✓ Encourage them to respond in a full sentence: "The pen is beside the box."

Do the same for position words (behind and on). Appreciate them for correct responses.

Main Activities/Concept Building: (22 mins)

Tell the students that today they are going to learn about position words. Discuss how prepositions help to explain the position of an object. Show them the picture of a pen beside a bag. Ask them that to tell where the pen is? I need a word to say where the ball is. I use the word 'beside'.

Activity:

Ask students to get to page 42 of the textbook and look at the pictures. Ask students, "Where is the bee?" Is the bee beside the hive? Or is it on the hive? Give each student a cube or any other object. Ask them to put the cube on the table. After getting it done, ask students to put it beside their bags. Do the same for other two prepositions (behind, on). Make sure they use the correct pronunciation of the position words.

Sum Up: (3 mins)

Sum up the lesson by using different object to explain position words (beside, behind, on).

Assessment: (5 mins)

Place different object to ask question about position words.

Homework: (2 mins)

Read page no. 42 of the textbook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Position Words

Date:

Objective(s):

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

- Identify and use simple position words orally.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42

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 students that we are going to play a fun activity.

- ✓ Put a pen beside the box. Ask the students, "Where is the pen?"
- ✓ Encourage them to respond in a full sentence: "The pen is beside the box."

Do the same for other position words. Appreciate them for correct responses.

Main Activities/Concept Building:

(22 mins)

Tell students that today they are going to do activities about position words.

Activity: 1

Tell them to open textbook page 43. Read statement from the section 'Time to Listen and Speak'. Point to any object in the classroom and ask a student to say a sentences about that object using position words. Make sure they understand and follow instructions. Do this activity with all students. Involve all students in the activity. Motivate especially shy students or slow learners to boost up their confidence.

Sum Up:

(3 mins)

Summarise the lesson by using different object to explain the position words.

Assessment:

(5 mins)

Place different object to ask question about position words.

Homework:

(2 mins)

Read page 42.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**
Topic: Position Words **Date:**

Objective(s):

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

- Identify and use simple position words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43

Teaching & Learning Activities:

Opening Activities/Warm-up: (8 mins)

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

Ask students to tell what position words are? Encourage them to share some positions words with class. Write some position words on the board and draw different objects to show position words. Explain one by one all position and position words as well for clarity.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to do activities about position words.

Activity: 1

Tell them to open textbook page 43. Read statement from the section 'Time to Circle'. Ask them to circle the correct position words for the rabbit in each picture. Make sure they understand and follow instructions.

Activity: 2

Tell students that we are going to play a fun activity.

- ✓ Put a pen beside the box. Ask the students, "Where is the pen?"
- ✓ Encourage them to respond in a full sentence: "The pen is beside the box."

Do the same for other position words. Appreciate them for correct responses.

Sum Up: (3 mins)

Summarise the lesson by using different object to explain the position words.

Assessment: (5 mins)

Place different object to ask question about position words.

Homework: (2 mins)

Read page 43.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Match the position words with their pictures.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Position Words **Date:**

Objective(s):

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

- Identify and write simple position words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 34

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to tell what position words are? Encourage them to share some positions words with class. Write some preposition on the board. Bring a disposable cup and a block. Place the cup on the table. Say any position word of your choice and ask a student to place the block accordingly.

Repeat this activity 3-4 times. Praise them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to complete an activity on book page 43.

Activity 1

Ask students to open their textbook page 42-43. Ask students to read the given position words on page 43. Read the statement of the section "Time to Write" and give instructions. Ask students to look at each picture carefully. Ask students to write the correct position word in the given lines. Praise them when they complete. Make sure they understand and follow instructions carefully. Check their work side by side and help if need be. Praise them when they write the correct position word.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Place different object to ask question about position 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 – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Picture Description

Date:

Objective(s):

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

- Talk about pictures: Describe the picture while identifying naming and action words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44

Teaching & Learning Activities:

Opening Activities/Warm-up:

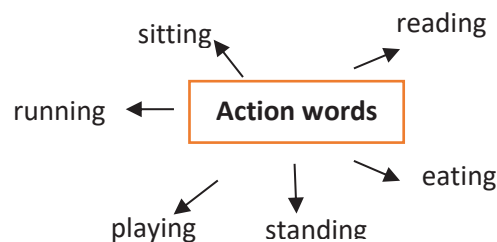
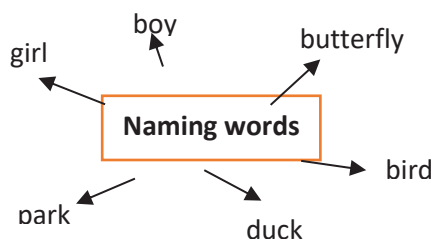
(5 mins)

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 them to observe the picture as they did in previous lessons the same activity. Tell students to open textbook page 44 observe the picture for 3 to 5 minutes silently. Also ask them to raise hands when they are done observing the picture.

Main Activities/Concept Building:

(27 mins)

Recall the concept of naming words and action words with examples. Have them recall that a naming word names a person, place, or a thing. Example: boy, tree, and park. Also recall them that action words simply tell us about an action. Example; sitting and reading. Involve students to look at the picture and find three naming words and three action words. Take the responses of all the students and make a web on the black/white board.



Make sure that all students participate while finding the naming and action words. Ask them to check if any action and naming word has been missed. Finally ask students to choose any three naming and action words and write them neatly in their textbook. Give positive remarks to the students for their effort, like; well done and very good. Ask a few students to come in front of the class and tell which naming and action words they have written.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to say aloud a few naming and action words by looking at the picture.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Picture Description

Date:

Objective(s):

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

- Talk about pictures: Describe a picture while identifying describing and position words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 45

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Involve students to recall the concept of position and describing words.

Main Activities/Concept Building: (27 mins)

Activity 1:

Ask students to open page 45 of the textbook. Encourage them to carefully observe the picture silently for 5 minutes. Tell them that they will have to answer some questions related to the picture. Tell them to raise hands when they are done observing the picture. When students are done observing the picture, tell them the rules to participate. Raise your hands to answer each question. Try to answer the questions in complete sentences. Pay attention to the answers of other students. After that, ask them the following questions in sequence.

- ✓ What do you see in the picture?
- ✓ Is the room shown in the picture clean or untidy?
- ✓ Is it a boy's room or a girl's room?
- ✓ What is the colour of the lamp?
- ✓ Where is the boy sitting?
- ✓ Where is the ball?
- ✓ Where are the shoes?
- ✓ Where is the clock?
- ✓ Is there any toy box in the room?
- ✓ How many books are there on the table?
- ✓ What do you like about this room and why?

Take students' feedback and encourage all the students to participate. Make sure that hesitant students are motivated to participate. Make students answer each question while using position and describing words. Give them starting prompts or hints to answer each question. Ask students to name any object missed out during the questioning session. Ask them; is there anything we have not discussed about the picture? (Give them the hint if they can't point out anything: for example: Did we talk about the book shelf, window and cupboard?)

Activity 2:

Tell the students that there are some statements given on the textbook page related to the picture. Some of the statements are true while some are wrong. Tell them that they have to read aloud the sentences carefully, and write "yes" or "no" in the given boxes. Take responses of students about each statement orally. Make them observe the picture and give the correct answer. Finally ask them to read aloud the sentences and write yes or no appropriately. Make

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

sure that all the students read aloud the given sentences before writing “yes” or “no” in the given boxes. Assist and supervise them while they complete the work.

Sum Up: (3 mins)

Tell students that while talking about a picture, position and describing words help us to describe it easily and in an interesting way.

Assessment: (5 mins)

Ask students to tell the position of the lamp in the picture. Ask them to use some describing words for the room. (for example; beautiful, nice, big etc.)

Homework: (0 mins)

N/A

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

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 34-41

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".

Bring a prepared chart of alphabets in the class. Ask students at random to circle one vowel each.

Praise students for correct answers.

Main Activities/Concept Building: (27 mins)

Tell students that we are going to revise the concept of articles "a" and "an". Tell them that there are five vowels in the English Language. (a, e, i, o, u). Write a few words on the board. Ask students at random to write 'a' or 'an' before the words. Suggested words:

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

- Apple
- Carrot
- Table
- Fish
- Pillow
- Balloon
- Mango
- Ice cream
- Ant

Ask students to open the textbook page 33 and read the given examples. Tell them that we are going to play a game. Bring a toy and a plastic cup. Call students at random and ask them to place the toy on directed position, e.g. in, on, under, behind the cup. Praise them for correct responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask different objects position to assess the students' understanding about position words. Also solve the given worksheet.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 5**
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 42-45

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".

Bring picture cards of position words in the class and paste them on the board. Call students at random and ask him/her to tell the correct position word by looking at the picture. Praise them for their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise the concept of 'position words'.

Activity 1:

Ask students to open textbook pages 42-43. Read the statement aloud. Ask them to look at the given pictures carefully. Ask students at random to read the given position words aloud.

Activity 2:

Bring the any picture chart to the classroom and ask them to look at picture carefully. Ask them to identify action and describing word for the picture. You may also ask question related to position words. Help if need be. Praise them for their correct responses. Make sure all students do these review activities.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Homework: (2 mins)

Revise textbook pages 42-43.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 1**
Topic: Singular and plural **Date: _____**

Objective(s):

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

- Recognise simple singular and plural words.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 46, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Place some classroom objects on the table. Call some students at random and ask them to count these things. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn singular and plural words.

Activity 1:

Show students one pencil. Ask them what it is. Write 'pencil' on the board. Now show students two pencils. Ask them what they are. Write 'pencils' on the board. Ask students what the difference between the two words are. Point out that one has an "s" and the other doesn't. The "s" tells that there is more than one pencil.

Activity 2:

Ask students what is singular. Demonstrate singular nouns through flashcards. Demonstrate the difference between singular and plural by adding "s" using flashcards. Explain them that a plural noun name more than one person, place or thing. Write some more examples on board.

Activity 3:

Ask them to open textbook page 46. Ask them to look at the given pictures carefully. Then read the given singular and plural of cat aloud and ask students to repeat after you. Write their spellings on the board and ask them to learn these singular and plural words.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Show some picture cards of singular and plural objects. Then ask them to count and tell whether they are singular or plural. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

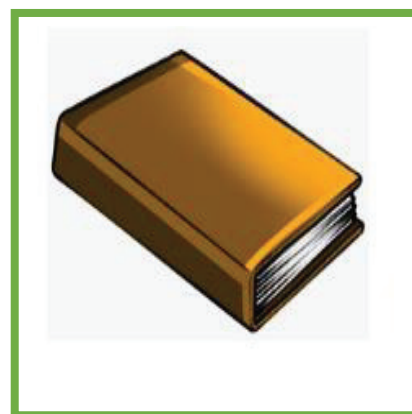
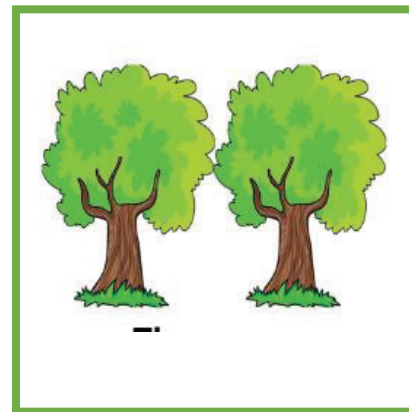
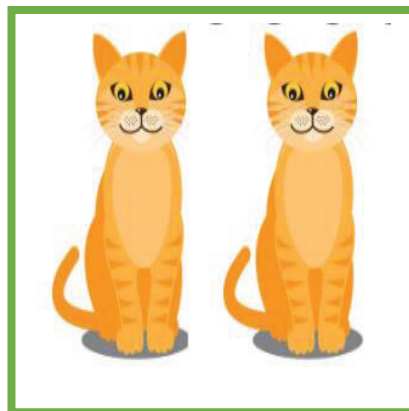
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Picture cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Plan: 2

Topic: Singular and plural **Date:**

Objective(s):

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

- Recognise simple singular and plural words.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 46, word cards, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to sit in a circle. Then show them pictures or picture cards of some singular and plural objects one by one e.g. one elephant, two elephants, one ball, a few balls. Then ask them to tell whether it is singular or plural object. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn some more singular and plural nouns.

Activity 1:

Ask them to open textbook page 46. Read the given statement of 'Time to read' aloud. Ask them to look at the given pictures carefully. Then read the given singular and plurals aloud and ask students to repeat after you. Write their spellings on the board and ask them to learn these singular and plural words.

Activity 2:

Get students into pairs. Provide word cards or flash cards to each pair. Every card should have a noun on it. The noun might be in written form, or it can also be a picture. Partners take turns drawing cards. One partner flips a card up, and both students should say what the plural form of the noun is. The first student to accurately say the plural form gets to keep that card. The student who has kept the most cards by the end of the game is the winner.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random. Put two baskets on the table and labelled them as singular and plural nouns. Ask them to put card of singular nouns in its labelled basket and then search its correct plural card and put it in its labelled basket. Appreciate them at their correct responses.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Word cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Plan: 3

Topic: Singular and plural **Date:**

Objective(s):

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

- Identify and make simple singular and plural given words.(orally)

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 46, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to sit in a circle. Show a picture filled with lots of interesting things. Then, elicit from the students what they see. They may say bird. If there's more than one bird, ask how many. The students may say two birds. Then, you could correct them and say two birds? Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn singular and plural nouns.

Activity 1:

Ask them to open textbook page 46. Read the given statement of 'Time to Listen and speak'. Read the given singular nouns aloud and ask students to share their correct plural nouns orally. Write their spellings on the board and ask them to learn these singular and plural words.

Activity 2:

Make groups of students. Distribute the provided worksheet to each group. Read the given nouns aloud. Then ask them to circle singular nouns and underline plural nouns. Help them if need be. The group which will complete its work first, will win. Monitor their work side by side. Guide them and help them if they need.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Show some word cards of singular nouns to students and ask them to share their correct plural nouns. Encourage them at their correct responses.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Circle singular nouns and underline plural nouns.

Singular means only one, plural means more than one. Not all words are nouns

cat

bats

big

mean

shoes

door

it

dogs

mat

hat

pens

rugs

on

desk

boot

ball

chairs

over

floor

under

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Topic: Singular and plural

Date:

Objective(s):

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

- Identify and colour singular or plural for the given pictures.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 47, word cards, flashcards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share some singular and plural words from their surroundings.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn singular and plural nouns.

Activity 1:

Ask them to open textbook page 47. Read the given statement of 'Time to find'. Ask them to look at the given pictures carefully. Then ask them to colour the word that matches the picture. Encourage them at their correct responses. Write their spellings on the board and ask them to learn these singular and plural words.

Activity 2: Make groups of students. Distribute the provided worksheet to each group. Ask them to colour words that matches the picture. Read the given nouns aloud. Help them if need be. The group which will complete its work first, will win.

Activity 3: Get students into pairs. Prepare a set of cards made of corresponding pairs of singular and plural nouns. In other words, if you have a card that reads 'boy,' another card should read 'boys.' Ask them to set the cards up face down in a grid and play as if playing Memory, try to remember where corresponding sets of cards are. Monitor their work side by side. Guide them and help them if they need. The student who has collected the most pairs by the end of the game is the winner.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Write some singular words on board. Call students at random and ask them to share their plurals.

Homework:

(2 mins)

Ask students to paste pictures of two singular and plural objects in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

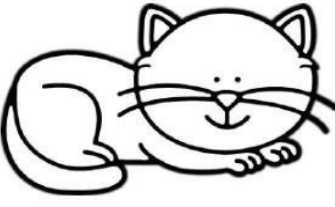
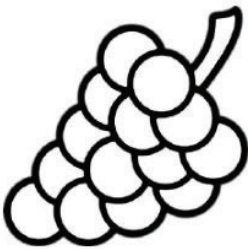
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Colout the word that matches the picture.

					
cat	cats	boot	boots	worm	worms
					
flower	flowers	cloud	clouds	apple	apples
					
table	tables	grape	grapes	sock	socks

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Topic: Singular and plural

Date:

Objective(s):

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

- Identify and make simple singular and plural given words.

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".

Write some singular words on board. Call students at random and ask them to share their plurals. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn singular and plural nouns.

Activity 1:

Ask them to open textbook page 47. Read the given statement of 'Time to Write'. Ask them to look at the given pictures carefully. Then ask them to write correct plurals of given singular nouns in their notebooks. Encourage them at their correct responses. Write their spellings on the board and ask them to learn these singular and plural words. Monitor their work side by side. Guide them and help them if they need.

Activity 2:

Make groups of students. Distribute the provided worksheet to each group. Ask them to write correct words of given singular words. Read the given nouns aloud. Help them if need be. The group which will complete its work first, will win.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask to share some singular and plural nouns.

Homework: (2 mins)

Ask students to write any two singular words with their plurals.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Write correct plural nouns for each given picture.



cat





lamp





pen





chair





girl





shirt



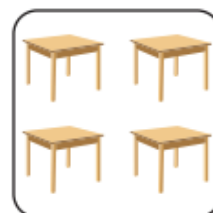


tree





table



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Topic: Is, am and are **Date:** _____

Objective(s):

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

- Recognise use of 'is', 'am', and 'are' in simple sentences.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 48, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Call two students in pair in front of the class and ask them to introduce themselves with each other. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn use of 'It is, this is and I am'.

Activity 1:

Ask students to stand in front of the class and say: "I am a teacher". (Repeat it two times. Then write sentence on the board). Call a student to the board. Ask him/her: Who are you? (Response) I am a student. Ask a few students the same question one by one. They all must reply: "I am a student". Write the sentence, 'I am a student', on the board. Tell students that we use 'am' for a used only with 'I'. Then show them some classroom objects and point to them. Say some sentences about them. For example: This is a book, It is a chair, etc. Ask them to repeat after you. Tell them that we use 'is' with 'he', 'she', 'it', 'this' etc.

Activity 2: Ask them to open textbook page 48. Read the given statement 'Time to Read' aloud. Ask them to look at the given pictures carefully. Then read the given sentences aloud and ask students to repeat after you. Write their sentences on the board and ask them to learn them. Share some more sentences to reinforce the concept.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Show some pictures from their textbook and ask them to say some sentences by using 'It is and this is' correctly. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to read and learn the sentences from textbook page 48.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Topic: Is, am and are

Date:

Objective(s):

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

- Recognise use of 'is', 'am', and 'are' in simple sentences.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 49, poster

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Say "The class is happy," and ask students to act this out by smiling, pumping their fists in the air or jumping for joy. Continue the activity with additional sentences such as, "We are sad," "We are sleepy" and "The teacher is happy." Encourage them at their active participation.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn use of 'I am and you are'. Tell them that there are three little words that we use often, whenever we talk about ourselves or about others. They are 'am', 'is' and 'are'. 'Am' is used only with 'I'. 'Is' is used with 'he', 'she', 'it', 'this' etc. 'Are' is used with 'we', 'you' and 'they'. Write some sentences on board to reinforce the concept.

Activity 1:

Make groups of students. Paste the given poster on the board. Ask students to read after you. Do this at least three times for practice.

Activity 2:

Ask them to open textbook page 49. Ask them to look at the given pictures carefully. Then read the given sentences aloud and ask students to repeat after you. Write their sentences on the board and ask them to learn them. Share some more sentences by using 'are' and 'am'.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to say a sentence using 'am' and 'are'.

Homework:

(2 mins)

Ask students to revise and learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Poster



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Topic: Is, am and are

Date:

Objective(s):

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

- Understand and use of 'is', 'am', and 'are' in simple sentences.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 49 and 50, Pictures from magazines or textbooks, word cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have student sit in a circle. Now ask questions about use of am, is, and are. Sample questions are given below:

Which verb comes with 'I'? (Possible answer may be as; am).

Which verb comes with 'we'? (Possible answer may be as; are).

Which verb comes with 'you'? (Possible answer may be as; are).

Hold a pencil in your hand and ask questions that need descriptions. E. g. What is this? Note their responses.

Main Activities/Concept Building:

(22 mins)

Tell students that today they are going to recall use of 'is, am and are'.

Activity 1:

Divide the students into partners and have them hold a question-and-answer session. Have one student ask a series of questions that the other student has to answer with a "to be" verb. For example, a student might ask, "Are you happy?" and the partner would answer with, "Yes, I am happy" or, "No, I am not happy." Have the students swap roles and repeat the activity.

Activity 2:

Ask them to open textbook page 49. Read the given statement of 'Time to Listen and speak'.

Ask them to say a sentence using 'is, am and are' correctly. Guide them and help them if need be.

Activity 3:

Ask them to open textbook page 50. Read the given statement of 'Time to Circle'. Read the given sentences aloud. Then ask them to circle 'is, am and are' in the given sentences correctly. Guide them and help them if need be. The correct answers are: is, am and are.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(8 mins)

Prepare some word cards of 'is, am and are'. Put them in a basket. Call students at random and ask them pick any word card and use that word in their own sentences. Appreciate them at their correct responses. Repeat this activity with 4-5 students.

Homework:

(2 mins)

Ask students to learn the classwork.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Teacher's Self-Evaluation:

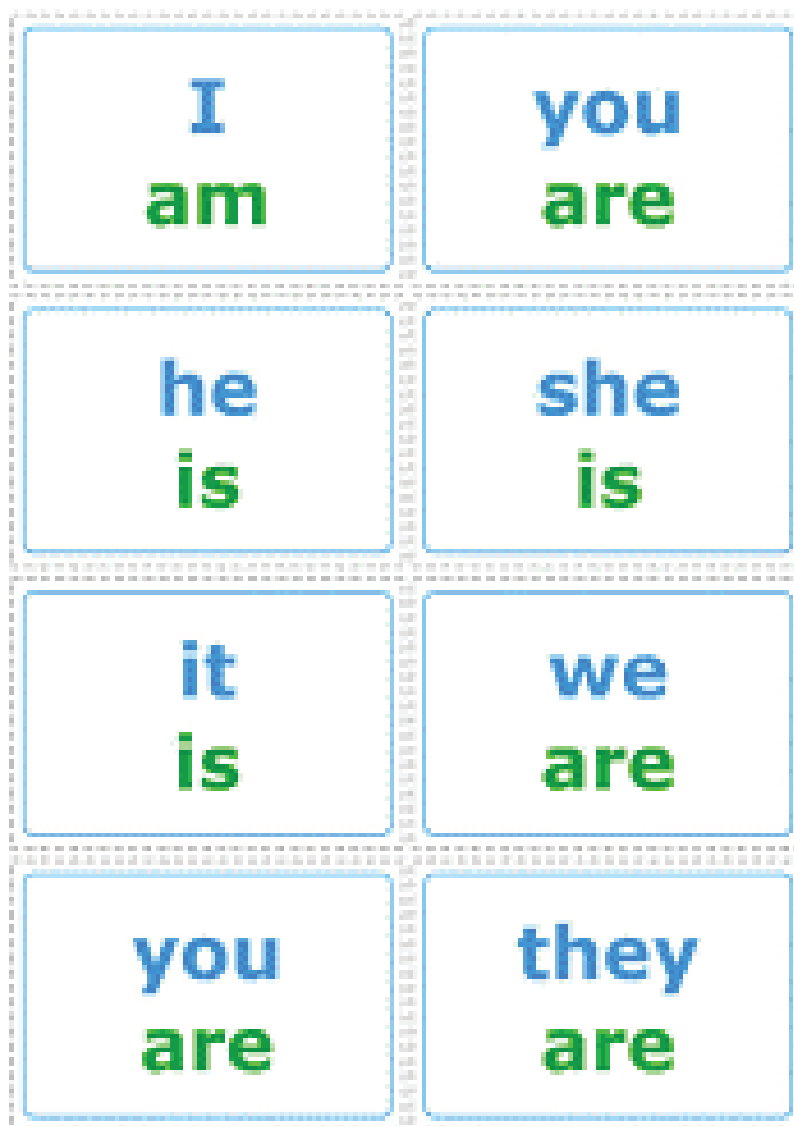
Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Word Cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Topic: Is, am and are

Date:

Objective(s):

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

- Write simple sentences using 'is', 'am', and 'are'.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call three students to the front of the class. Ask the following questions from them:

- Who are you? (Accepted answer: I am a girl/boy).
- Who is this? (Point to the next student. Accepted answer: This is Saad (Take the name of the boy)).
- Who are they? (They are my class fellows. They are Saad and Salman.)

Repeat this same activity with a few more students.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn 'is, am and are'. Recall them that there are three little words that we use often, whenever we talk about ourselves or about others. They are 'am', 'is' and 'are'. 'Am' is used only with 'I'. 'Is' is used with 'he', 'she', 'it', 'this' etc. 'Are' is used with 'we', 'you' and 'they'.

Activity 1: Bring some different kinds of pictures to class. e.g. a teacher, a doctor, a rainy weather, an unhappy face, a girl, a cat, a hungry dog, a postman, a student, a blackboard, etc. Then, show off these pictures to the students one by one, and say the sentence about the picture using the is, am and are, and write the sentence on the board and circle "am", "is", "are" in the sentences.

Activity 2: Make groups of students. Distribute the provided worksheet to each group. Read the given statement and sentences aloud. Then ask them to fill in the blanks. Help them if need be. The group which will complete its work first, will win. Monitor their work side by side. Guide them and help them if they need.

Activity 3: Ask them to open textbook page 50. Read the given statement of 'Time to write'. Ask them to write sentences in the given spaces. Guide and help them in writing correct sentences.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to share their written sentences.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Homework: (2 mins)

Ask students to write two sentences by using each 'is, am and are' in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks by using is, am and are.

1. The cat _____ in the bag.



2. The pens _____ in the box.



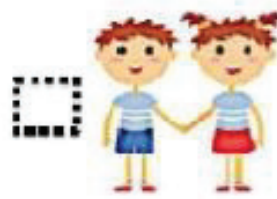
3. My shoes _____ black.



4. The twins _____ six years old.



5. I _____ ready to go.



6. Dogs _____ good pets.



7. The town _____ small.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

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

Plan: 5

Topic: Word opposites **Date:**

Objective(s):

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

- Recognise simple words and their opposites.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 51, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Cut out pictures from magazines or other books that show opposites (e.g., big window/small window, short tree/long tree. Bring these pictures to class and show them to students. Ask them to tell differences between these pictures. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn word opposites. Tell them that a word that expresses a meaning opposed to the meaning of another word is called as opposite. Bring a big toy car and a small toy car and explain how they are opposite. Encourage them to share some more examples from the classroom objects.

Activity 1:

Ask them to open textbook page 51. Read the given statement aloud. Ask them to look at the given pictures carefully and note differences between them. Then read these words with their spelling aloud and ask them to repeat after you 4-5 times.

Activity 2:

Make groups of students. Bring provided worksheet to class and distribute among students. Ask them to match words with their opposites. Guide them in completing the worksheet.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share some words with their opposites.

Homework: (2 mins)

Ask students to paste any two pictures of opposite objects in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

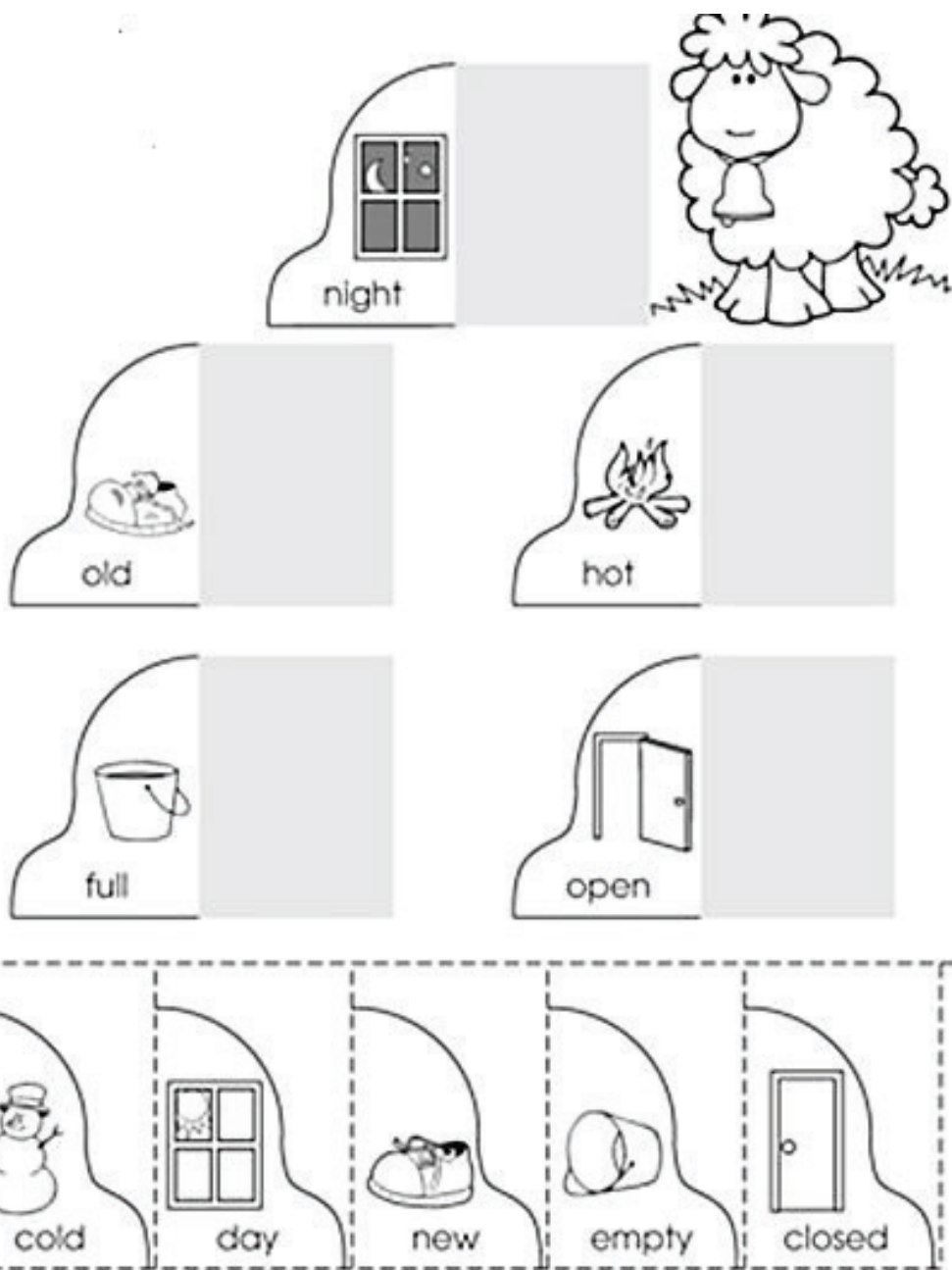
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Match the words to their opposites. Also colour the pictures.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Topic: This and that

Date:

Objective(s):

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

- Recognise words that point to something (this, that).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 52, flashcards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Point to some classroom objects and ask different question. What is that, What is this? Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn pointing words 'this' and 'that'.

Activity 1:

Bring some flash cards to class. Demonstrate the difference between this and that by placing a flashcard close to you and say 'This is a (pencil).', and then move the flashcard away from you and say 'That is a (pencil).' Do the same with other flashcards and / or objects in the classroom. Then ask students to guess what the difference is between this and that. Elicit from the students that we use this for something that is close, and that for something which is far away. Once students understand the difference, drill the key expressions and practice asking and answering the question 'What's this/that?'.

Activity 2: Ask them to open textbook page 52. Read the given statement 'Time to Read' aloud. Ask them to look at the given pictures carefully. Then read the given sentences aloud and ask students to repeat after you. Write these sentences on the board and ask them to learn them. Share some more sentences to reinforce the concept.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to read the given sentences correctly.

Homework:

(2 mins)

Ask students to learn the sentences given on textbook page 52.

Teacher's Self-Evaluation:

Target: Achieved ☐

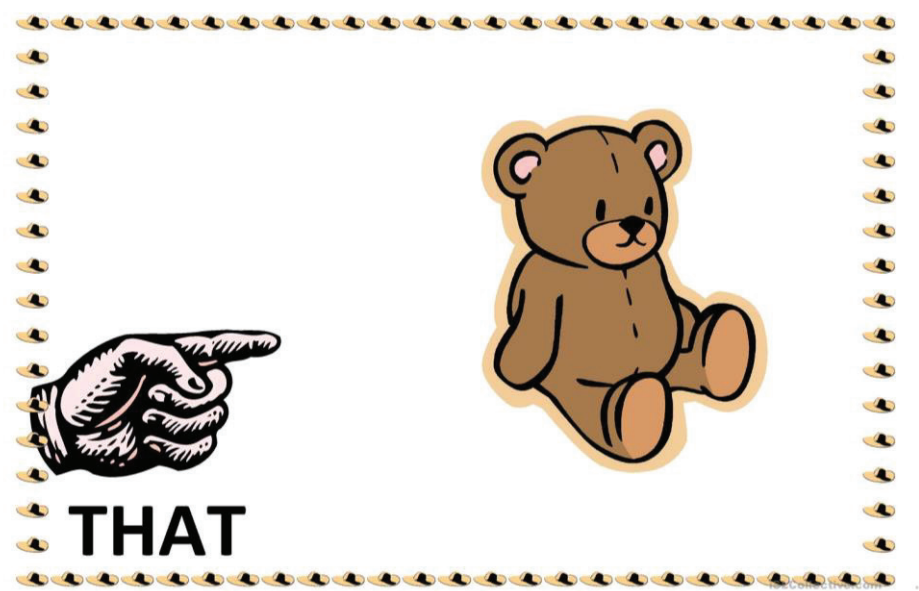
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Flash cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Topic: This and that

Date: _____

Objective(s):

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

- Point different objects in their surrounding using this and that.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 52, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Bring picture cards to students and show them. Then ask them to say a sentence about it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn 'this' and 'that'. Recall the concept by sharing some sentences. Model a question to yourself by first holding the object, and then laying it down for the response. You can also change places in the room, or change your voice to indicate that you are modeling: "Is this a pen? Yes, That is a pen."

Teacher: "Is this a pen?"

Students: "Yes, that is a pen," or, "No, that is a pencil."

Continue this exercise with school supplies, classroom furniture, learning materials, or anything else available in the room. Again, make sure to stress the difference between "this" and "that."

Activity 1:

Place some word cards of 'this' and 'that' in different corners of the class. Say names of some classroom objects placed near and far to you. Ask students to run and touch the correct word wall when you say name of different object in the room. For example: Ask them to touch the "that" wall if you say "dustbin" and there is only one in the classroom and it is at the far side of the room.

Activity 2:

Ask them to open textbook page 52. Read the given statement of 'Time to Listen and speak'.

Ask them to look around their surroundings. Point to different objects and say a sentence about them using 'this' and 'that'.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to say a sentence using this and that.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Homework: (2 mins)

Ask students to practise the sentences by using 'this' and 'that'.

Teacher's Self-Evaluation:

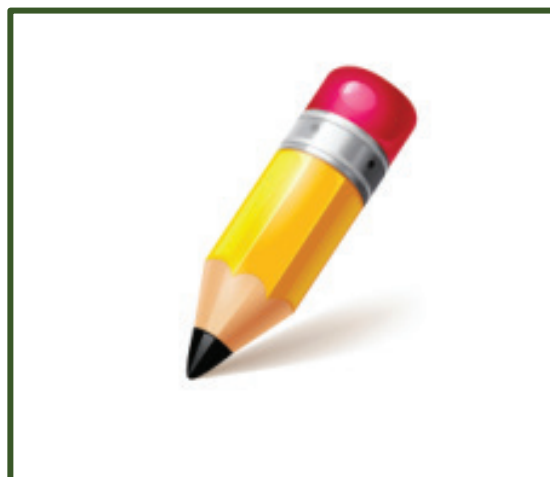
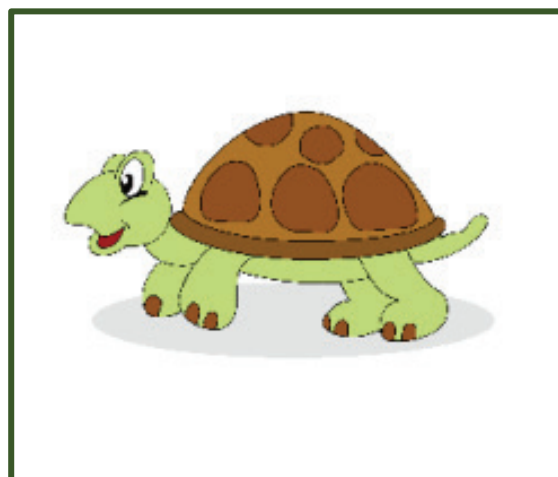
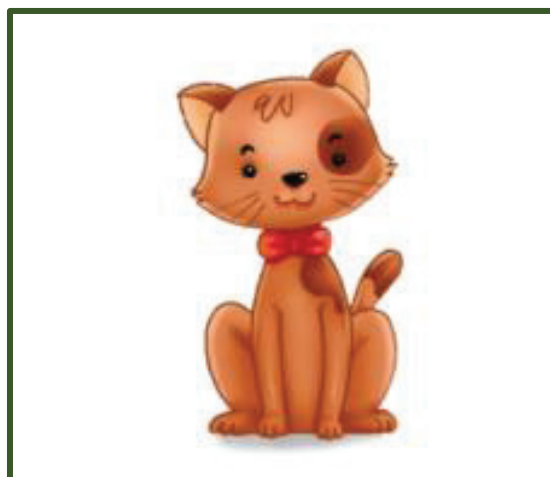
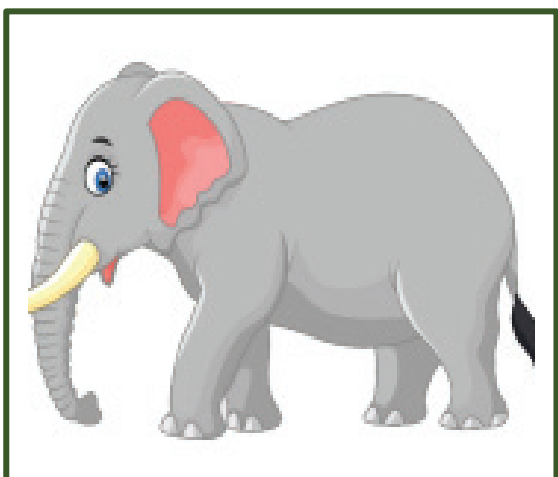
Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Picture cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Topic: This and that

Date:

Objective(s):

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

- Identify and circle words that point to something.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 53, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn use of this and that.

Activity 1:

Ask them to open textbook page 53. Read the given statement of 'Time to Circle'. Read the given sentences aloud. Then ask them to circle 'this and that' in the given sentences correctly. Guide them and help them if need be. The correct answers are: this, that, this

Activity 2:

Make groups of students. Distribute the provided worksheet to each group. Read the given statement and sentences aloud. Then ask them to circle 'this' and 'that' by looking at the pictures. Help them if need be. The group which will complete its work first, will win. Monitor their work side by side. Guide them and help them if they need.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to say a sentence by using 'this' and 'that'.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

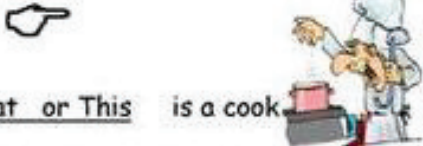
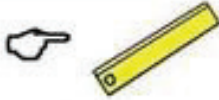
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Look at the given pictures and circle the correct words.

 1- <u>That</u> or <u>This</u> is a boy.	 2- <u>That</u> or <u>This</u> is a ball.
 3- <u>That</u> or <u>This</u> is a black board.	 4- <u>That</u> or <u>This</u> is a bag.
 5- <u>That</u> or <u>This</u> is an apple.	 6- <u>That</u> or <u>This</u> is a dog.
 7- <u>That</u> or <u>This</u> is a cook.	 8- <u>That</u> or <u>This</u> is a ruler.
 9- <u>That</u> or <u>This</u> is a cat.	 10- <u>That</u> or <u>This</u> is a hat.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Topic: This and that

Date:

Objective(s):

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

- Identify and write words that point to something in pictures.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 53, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Point to different classroom objects and ask them to say a sentence by using 'this' and 'that'.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn 'this' and 'that'. Tell them that we use 'this' for a singular person or a thing near us. We use 'that' for a singular person or an object far from us.

Recall the concept by showing different pictures.

Activity 1:

Ask them to open textbook page 53. Read the given statement of 'Time to write'. Ask them to write 'this' or 'that' in the given spaces by looking at the given pictures carefully. Guide them in writing correct answer. Help them if need be. The correct answers are: that, this, that

Activity 2:

Make groups of students. Distribute the provided worksheet to each group. Read the given statement and sentences aloud. Then ask them to complete the given blanks by looking at the pictures. Help them if need be. The group which will complete its work first, will win. Monitor their work side by side. Guide them and help them if they need.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Put some picture cards in the jar. Then call students at random and ask them to pick any picture card and say a sentence by using 'this' or 'that'. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to write two sentences each by using 'this' and 'that' in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Complete the given blanks.

1. is a   BIKE
2. is a   BALL
3. is a   TRAIN
4. is a   CAR
5. is a   PLANE
6. is a   GO-KART

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan:

5

Topic: These and those

Date:

Objective(s):

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

- Recognise words that point to something (these, those).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 54, flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Bring flash cards of 'these' and 'those' to class. Ask different questions by pointing at them. Are the teddy bears near to the hand? Are the teddy bears plural or singular? Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn 'these' and 'those'. Tell them that we use 'these' to talk about people or objects near us and 'those' to talk about people or things away from us.

Activity 1:

Signal your students to repeat after you while pointing out different classroom objects and materials. Say aloud: "These are pencil." (Stress "these" while holding up pencils in your hand.) Then say aloud: "Those are books." (Stress "that," pointing to books somewhere in the classroom.)

Continue this exercise with basic objects around the room, such as a window, chair, table, desk, chalkboard, pen, bookbag, and so on. Make sure to stress the difference between "these" and "those" when holding or pointing at something.

Activity 2:

Get everyone to stand up. Then says names of things that are in the classroom and students must run and touch those objects. So, for example, when you say "These are pencils" students must touch the pencils nearest the teacher, as it is all in relation to the location of the teacher. Examples:

Those are curtains.

Those over there are scissors.

These are desks.

Activity 3:

Ask them to open textbook page 54. Read the given statement 'Time to Read' aloud. Ask them to look at the given pictures carefully. Then read the given sentences aloud and ask students to repeat after you. Write their sentences on the board and ask them to learn them. Share some more sentences to reinforce the concept.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to say a sentence by using 'these' or 'those'.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Homework: (2 mins)

Ask students to learn and revise the sentences given on textbook page 54.

Teacher's Self-Evaluation:

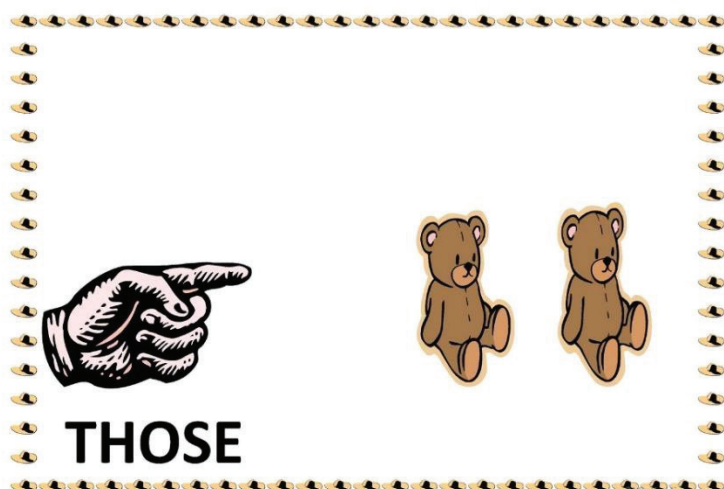
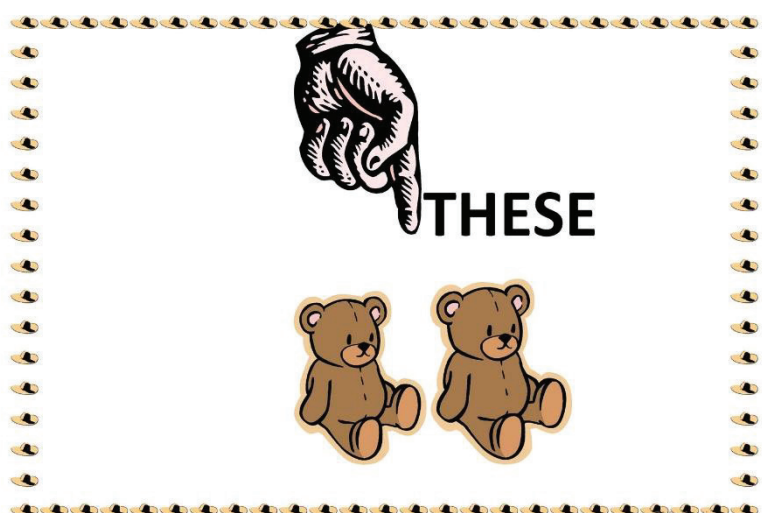
Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Flash cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Topic: These and those

Date:

Objective(s):

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

- Point different objects in their surrounding using these and those.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 54, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up:

(10 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 students to the school garden. Tell them that you are going to point out some of the things in the garden. Examples:

Point to the pond near you (this). Point to the tree far away from you(that). Point to the army of ants on the ground in front of you(these). Point to the flowers far away from you. (those)

Ask them to share sentences for each given example. Encourage them at their correct responses.

Main Activities/Concept Building:

(20 mins)

Tell students that today they are going to learn use of these and those. Tell them that we use 'these' to talk about people or objects near us and 'those' to talk about people or things away from us.

Activity 1:

Ask them to open textbook page 54. Read the given statement 'Time to listen and speak' aloud. Ask students to look around their surroundings. Point to different objects and ask them to say a sentence about them using 'these' and 'those'. Appreciate at their correct responses.

Activity 2:

Bring some flash cards of 'these' and 'those' to the class. Put them in the basket. Call students at random and ask them to pick any card and look at the given picture carefully. Then ask him/her to say a sentence using the picture card. Encourage them at their active participation.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to share a sentence using these and those.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

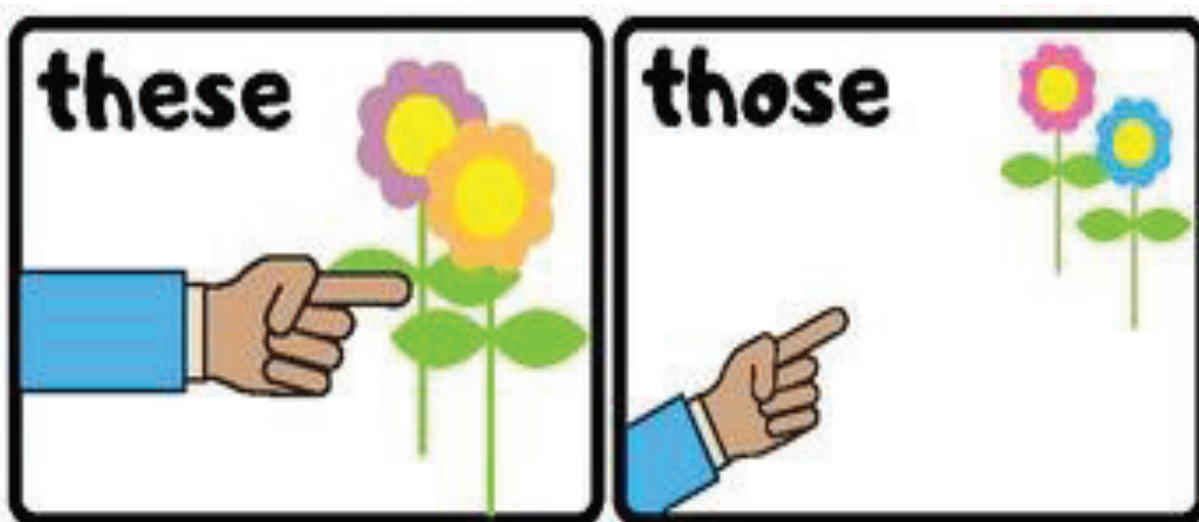
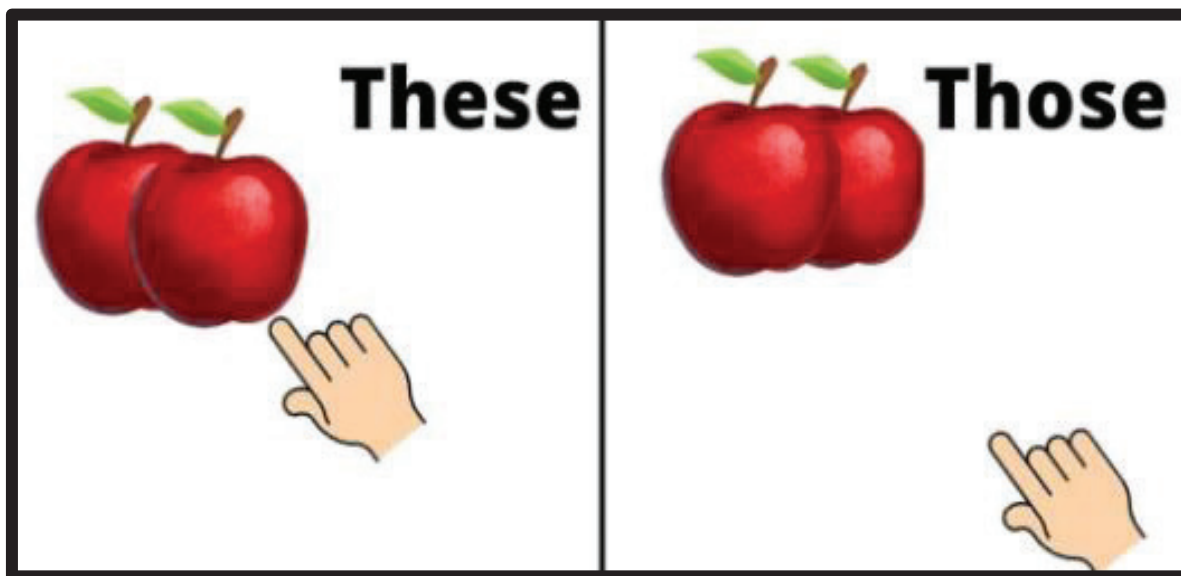
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Picture cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Topic: These and those

Date:

Objective(s):

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

- Identify and circle words that point to something. (these, those)

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share some sentences using 'these' and 'those'.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn use of these and those.

Activity 1:

Ask them to open textbook page 55. Read the given statement of 'Time to Circle'. Read the given sentences aloud. Then ask them to circle 'these and those' in the given sentences correctly. Guide them and help them if need be. The correct answers are: these, those, these

Activity 2:

Make groups of students. Distribute the provided worksheet to each group. Read the given statement and sentences aloud. Then ask them to fill in the given blanks 'these' and 'those' by looking at the pictures. Help them if need be. The group which will complete its work first, will win. Monitor their work side by side. Guide them and help them if they need.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to say a sentence by using 'these' and 'those'. Ask them to write their sentences on the board.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with these or those :



These are glasses.

Those are jars.



_____ are caps.

_____ are buns.



_____ are stars.



_____ are towels.

_____ are bags.



_____ are pens.



_____ are cookies.



_____ are cups.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Topic: These and those

Date:

Objective(s):

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

- Identify and write words that point to something in pictures. (these, those)

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Draw some pictures of random objects on the board. Then ask students to say sentences by looking at these pictures and use 'these' and 'those'. Write their sentences on the board.

Main Activities/Concept Building:

(25 mins)

Ask them to open textbook page 55. Read the given statement of 'Time to write'. Ask them to write 'these' or 'those' in the given spaces by looking at the given pictures carefully. Guide them in writing correct answer. Help them if need be. The correct answers are: those, these, those

Activity 2:

Make groups of students. Distribute the provided worksheet to each group. Read the given statement and sentences aloud. Then ask them to complete the given blanks by looking at the pictures. Help them if need be. The group which will complete its work first, will win. Monitor their work side by side. Guide them and help them if they need.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Put some picture cards in the jar. Then call students at random and ask them to pick any picture card and say a sentence by using 'these' or 'those'. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to write two sentences each by using 'this' and 'that' in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Complete the given questions and write their answers.

What are these?  →
They are balloons.

What are those?  →
They are candles.

What?  →
.....

What?  →
.....

What?  →
.....

What?  →
.....

What?  →
.....

What?  →
.....

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Topic: Commands

Date:

Objective(s):

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

- Understand simple command and respond to them.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 56, worksheet, flashcards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Bring flash cards of different commands to class and show them to students. Ask them do they follow their teachers and parents' commands.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about commands. Explain to students that they should listen to the commands carefully and follow them. Tell them that they should obey their parents, teachers and elders.

Activity 1:

Ask them to open textbook page 56. Read the given statement aloud. Ask them to look at the given pictures carefully. Then read the given commands aloud and ask them to repeat after you.

Activity 2:

Make groups of students. Distribute the provided worksheet to each group. Read the given statement and sentences aloud. Then ask them to complete the given blanks by looking at the pictures and word bank. Help them if need be. The group which will complete its work first, will win. Monitor their work side by side. Guide them and help them If they need.

Activity 3:

Tell students that they will play an interesting game. Make the whole class stand in a circle in the classroom (or on the ground). Then explain the game that when you say: Touch your toes' then ask them to follow the command. But if the teacher simply says 'Do not touch your legs!', then the students must not do it. Share some commands with them and ask them to demonstrate these commands. Appreciate them at their correct responses.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Get students into pairs. Ask first student to share a command and ask the second one to follow that command. Encourage them at their correct responses.

Homework: (2 mins)

Ask students to learn the classwork.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Teacher's Self-Evaluation:

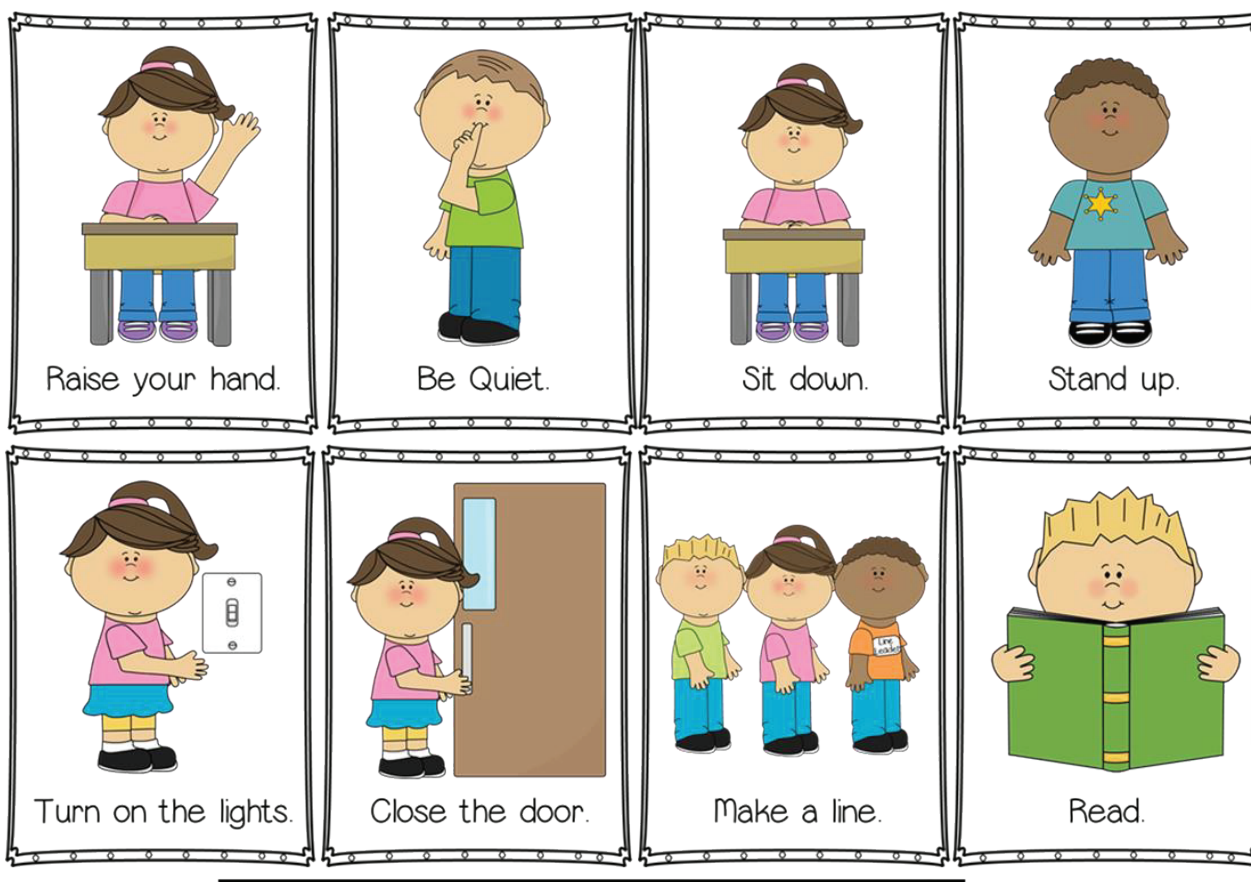
Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Command Flashcards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

What's the teacher saying? Write the command into the balloons.

Raise your hand close your book stand up listen read sit down
line up open the door look at the board open your book

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Topic: Manners

Date:

Objective(s):

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

- Learn simple manners and adopt them in daily lives.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 57, poster, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask different questions to students, for example when they hurt someone what do they say.

When they receive any gift, what do they usually say. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn manners.

Activity 1:

Ask them to open textbook page 57. Read the given statement aloud. Ask them to look at the given pictures carefully. Then read the given manners aloud and ask them to repeat after you. Bring poster of some important manners to classroom and paste it on the board or wall. Read it aloud and ask students to read after you. Ask them that we should adopt good manners in our daily lives.

Activity 2:

Make groups of students. Distribute the provided worksheet to each group. Read the given statement and sentences aloud. Then ask them to look at the pictures carefully and draw a happy or a sad face accordingly. Help them if need be. The group which will complete its work first, will win. Monitor their work side by side. Guide them and help them if they need.

Activity 3:

Sit in a circle or around a table. Give one bowl of apples (or any snack) to the first child. The child sitting next to the first child must say, "May I please have the bowl of apples." The first child passes the bowl to the second child, who should reply "Thank you." The first child then says, "You're Welcome." Continue this until every child has had a turn and receives the bowl.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to share any good manner.

Homework:

(2 mins)

Ask students to learn the classwork and share good manners with their siblings and friends at home.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Teacher's Self-Evaluation:

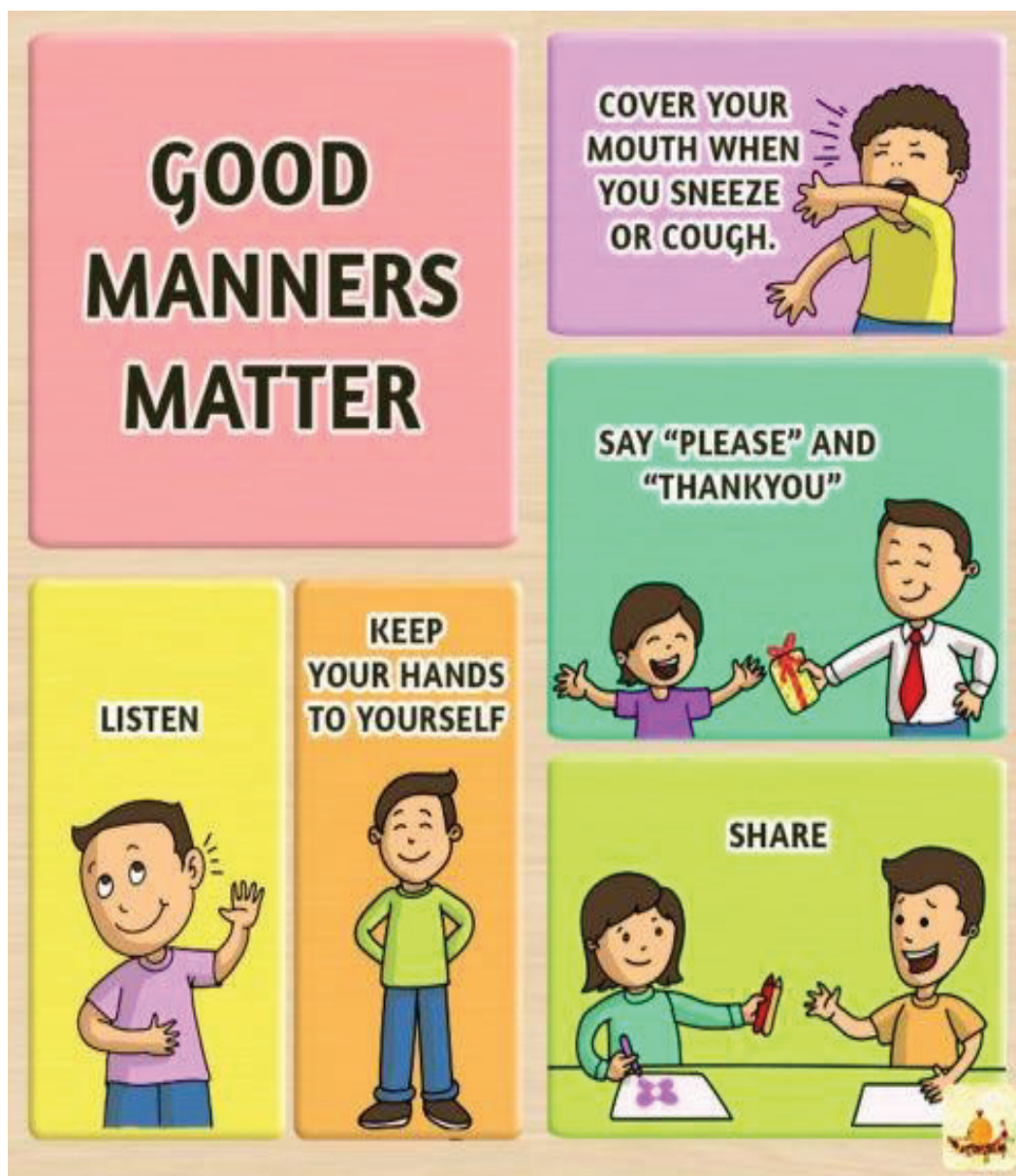
Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Poster



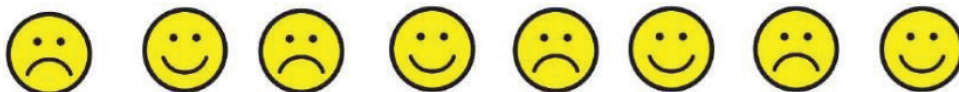
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

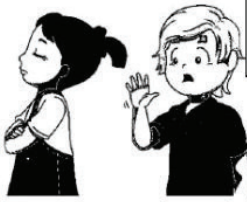
Worksheet

Name: _____

Date: _____

Match the smile/sad faces below to the good and bad manners given, accordingly.



 Run in the classroom.	 Not saying 'hello'.
 Say 'I am sorry'.	 Say 'Thank you'.
 Say 'Goodbye'.	 Use a loud voice.
 Say 'You are welcome'.	 Throw rubbish.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Topic: Rhyme

Date:

Objective(s):

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

- Recite rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 58, worksheet, box, toy monkey

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 box to the class. Say that you've got something in the box. Try to guess what it is? It's an animal. It's brown. It likes bananas. It likes jumping. Help your pupils to understand your puzzle by making gestures and movements. When they guess, show them a monkey-toy. Ask them do they like monkeys? Why? What do you know about monkeys?

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recite poem (first and second stanzas). Tell them this is a rhyme about the five little monkeys who are very naughty and are jumping on the bed. One by one, they start to fall off while jumping and bump their heads. From five monkeys, they become four. From four monkeys, they become three. From three monkeys, they become two. From two monkey becomes become one. And at last, no one is left. Worried Mumma Monkey immediately calls the doctor. The doctor says to all the little monkeys that no more jumping on the bed. As a result, no one was left. They are so naughty that now they all are jumping on the sofa.

Activity 1:

Ask students to open textbook at page 58. Reda the name of poem aloud. Ask them to look at the given picture of the poem carefully. Then recite the poem aloud with correct pronunciation. Ask them to listen the poem attentively and encourage them to read aloud by using actions. Have them enjoy reading the poem.

Actions:

Five little monkeys -- with one hand hold up the number of fingers to match the verse.
jumping on the bed -- bounce your fingers (monkeys) up and down on your other hand (the bed)

One fell off -- hold up one finger

and bumped his head -- hold head with both hands and rock head back and forth

Mama called the Doctor and the doctor said -- dial the phone with one finger

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to colour the worksheet. Then name the monkeys and circle around their favourite monkey.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to recite the poem with actions.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

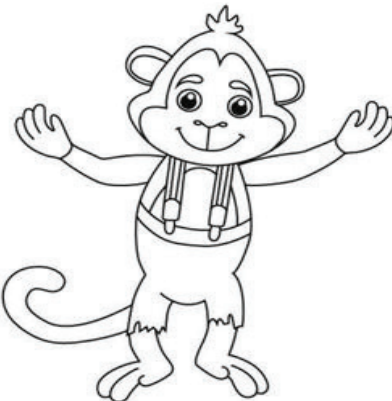
Date: _____



Five Little Monkeys

Color and name these funny monkeys.
Please draw a circle around your favourite monkey.








Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Topic: Rhyme

Date:

Objective(s):

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

- Recite rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 58, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to share do they like this poem.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recite poem (first and second stanzas). Tell them this is a rhyme about the five little monkeys who are very naughty and are jumping on the bed. One by one, they start to fall off while jumping and bump their heads. From five monkeys, they become four. From four monkeys, they become three. From three monkeys, they become two. From two monkey becomes become one. And at last, no one is left. Worried Mumma Monkey immediately calls the doctor. The doctor says to all the little monkeys that no more jumping on the bed. As a result, no one was left. They are so naughty that now they all are jumping on the sofa.

Activity 1:

Ask students to open textbook at page 58. Read the name of poem aloud. Ask them to look at the given picture of the poem carefully. Then recite the poem aloud with correct pronunciation. Ask them to listen the poem attentively and encourage them to read aloud by using actions. Have them enjoy reading the poem.

Actions:

Five little monkeys -- with one hand hold up the number of fingers to match the verse.
jumping on the bed -- bounce your fingers (monkeys) up and down on your other hand (the bed)

One fell off -- hold up one finger

and bumped his head -- hold head with both hands and rock head back and forth

Mama called the Doctor and the doctor said -- dial the phone with one finger

No more monkeys jumping on the bed -- shake index finger ("no no")

Activity 2:

Engage students in a role-play activity. Ask any five pupils to play the roles of the monkeys. Give them pictures with strings to hang on their necks. Choose mummy and give her a toy-phone. Choose a doctor and give him a white uniform and a mobile phone. Remind the doctor his lines: No more monkeys jumping on the bed! Recite the poem twice or even three times, changing the actors each time.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to recite poem with actions.

Homework: (2 mins)

Ask students to learn the poem.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Topic: Revision

Date:

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 46-47, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Write some singular words on the board. Call students at random and ask them to tell their plurals. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall and revise singular and plural words.

Activity 1:

Ask them to open their textbook pages 46 and read the given singular and plurals aloud. Ask them to learn spelling of these words. Encourage them to share some more examples of singular and plurals.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Check their work side by side.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Show some word cards of singular nouns to students and ask them to share their correct plural nouns. Encourage them at their correct responses.

Homework: (2 mins)

Ask students to learn and revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

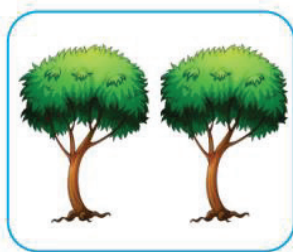
Date: _____

Colour the word that matches the picture.



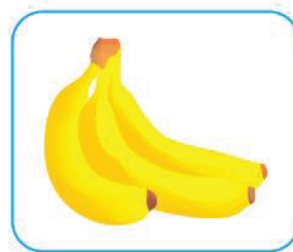
bag

bags



tree

trees



banana

bananas

Write plurals of given singular words.

Singular		Plural	
car			
tree			
pin			
apple			
door			

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Topic: Revision

Date:

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 48-50, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write 'is', 'am' and 'are' on the board. Call students at random to use these words in their sentences.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall and revise uses of 'is', 'am' and 'are'.

Activity 1:

Ask them to open their textbook pages 48=49 and read the given sentences aloud. Ask them to learn and practise these sentences. Encourage them to share some more sentences.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Check their work side by side.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Prepare some word cards of 'is, am and 'are'. Put them in a basket. Call students at random and ask them pick any word card and use that word in their own sentences. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

A. Choose the correct option:

1. Karan _____ my friend.

a) is b) are c) you

2. Roses _____ beautiful.

a) are b) am c) is

3. I _____ a singer.

a) you b) for c) am

4. This _____ my bag.

a) are b) am c) is

5. We _____ students.

a) are b) am c) is

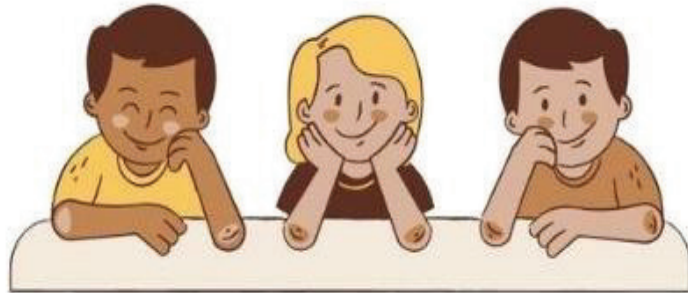
B. Fill in the blanks with 'am', 'is' or 'are':

1. We _____ players.

2. You _____ a singer.

3. These _____ pretty flowers.

4. She _____ my sister.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Term: 3

Periodic Unit: 1

Week:5

Lesson Plan: 5

Topic: Revision

Date:

Objective(s):t

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 52-55, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Write 'this', 'that', 'these' and 'those' on the board. Call students at random to use these words in their sentences.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall and revise use of 'this', 'that', 'these' and 'those'.

Activity 1:

Ask them to open their textbook pages 52 and 54. Read the given sentences aloud. Ask them to learn and practise these sentences. Encourage them to share some more sentences.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Check their work side by side.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Put some picture cards in the jar. Then call students at random and ask them to pick any picture card and say a sentence by using of 'this', 'that', 'these' and 'those'. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to learn and revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Complete the sentences with this, that, these or those.

 this 	 these 
 that 	 those 

- _____ is a computer game. 
- _____ are lorries. 
- _____ is a camera. 
- _____ is a kite. 
- _____ are balls. 
- _____ are watches. 
- _____ is a _____. 
- _____ is a _____. 
- _____ are _____. 

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

Term: 3

Periodic Unit: 2

Week: 1

Lesson

Plan: 1

Topic: Rhyme

Date:

Objective(s):

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

- Recite rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 58, flash cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Bring pictures cards of poem 'five little monkeys' to class. Show these cards to students and ask them to guess the names of characters. Ask them to say some sentences about them.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recite rhyme (fourth stanza). Tell them this is a rhyme about the five little monkeys who are very naughty and are jumping on the bed. One by one, they start to fall off while jumping and bump their heads. From five monkeys, they become four. From four monkeys, they become three. From three monkeys, they become two. From two monkey becomes become one. And at last, no one is left. Worried Mumma Monkey immediately calls the doctor. The doctor says to all the little monkeys that no more jumping on the bed. As a result, no one was left. They are so naughty that now they all are jumping on the sofa.

Activity 1:

Ask students to open textbook at page 58. Read the name of poem aloud. Ask them to look at the given picture of the poem carefully. Then recite the poem aloud with correct pronunciation. Ask them to listen the poem attentively and encourage them to read aloud by using actions. Have them enjoy reading the poem.

Actions:

Five little monkeys -- with one hand hold up the number of fingers to match the verse.
jumping on the bed -- bounce your fingers (monkeys) up and down on your other hand (the bed)

One fell off -- hold up one finger
and bumped his head -- hold head with both hands and rock head back and forth
Mama called the Doctor and the doctor said -- dial the phone with one finger

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to colour the worksheet.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to recite the poem with actions.

Homework: (2 mins)

Ask students to learn the poem.

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

Teacher’s Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Picture cards



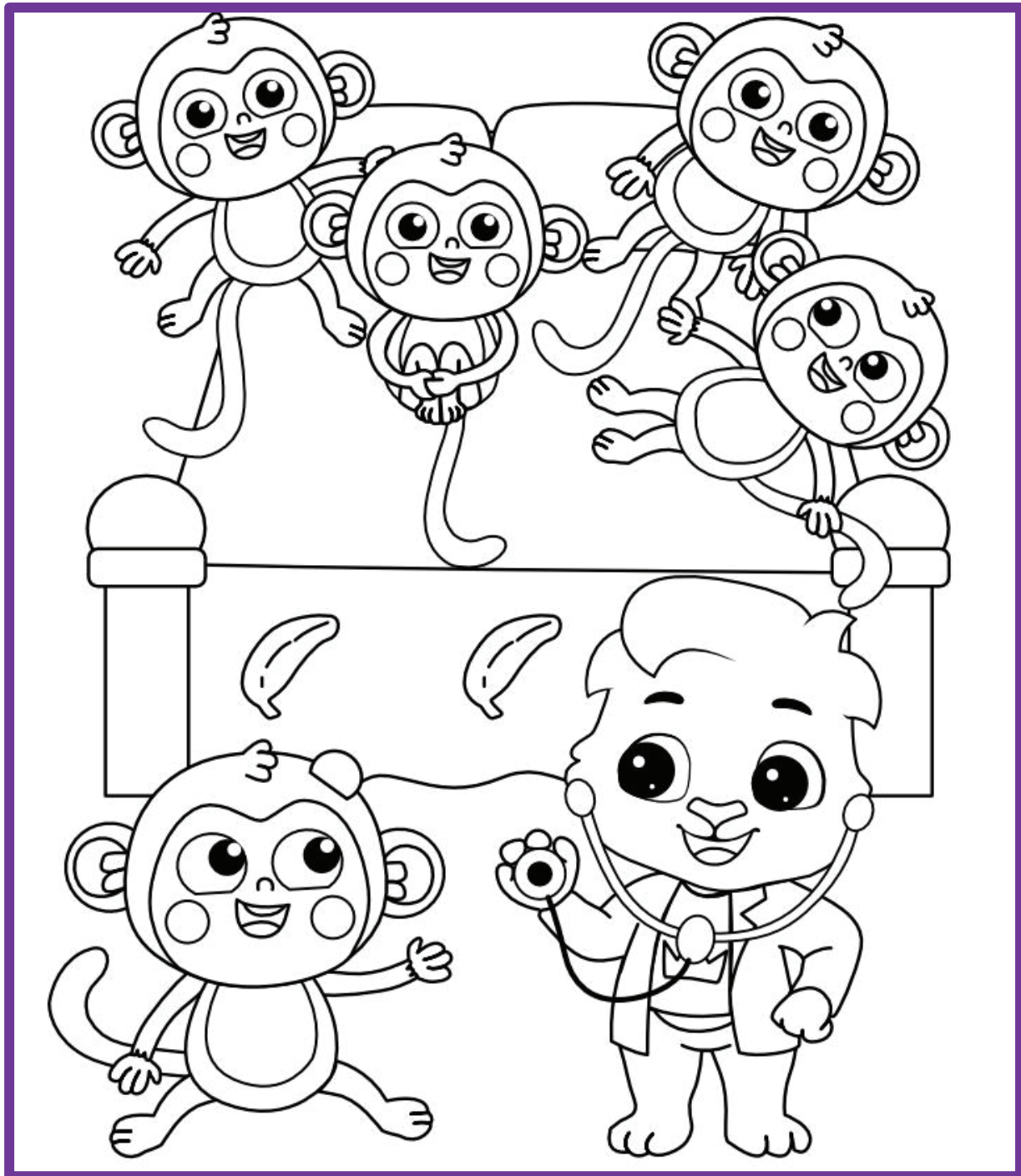
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Primer B		40 min

Worksheet

Name: _____

Date: _____

Colour the given picture.



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

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Topic: Rhyme

Date:

Objective(s):

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

- Recite rhymes with actions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 58, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to sit in a circle. Then ask them to share did they ever jump on the bed or fall from their bed while jumping. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recite rhyme (last stanza). Tell them this is a rhyme about the five little monkeys who are very naughty and are jumping on the bed. One by one, they start to fall off while jumping and bump their heads. From five monkeys, they become four. From four monkeys, they become three. From three monkeys, they become two. From two monkey becomes become one. And at last, no one is left. Worried Mumma Monkey immediately calls the doctor. The doctor says to all the little monkeys that no more jumping on the bed. As a result, no one was left. They are so naughty that now they all are jumping on the sofa.

Activity 1: Ask students to open textbook at page 58. Read the name of poem aloud. Ask them to look at the given picture of the poem carefully. Then recite the poem aloud with correct pronunciation. Ask them to listen the poem attentively and encourage them to read aloud by using actions. Have them enjoy reading the poem.

Actions: Five little monkeys -- with one hand hold up the number of fingers to match the verse. jumping on the bed -- bounce your fingers (monkeys) up and down on your other hand (the bed)

One fell off -- hold up one finger

and bumped his head -- hold head with both hands and rock head back and forth

Mama called the Doctor and the doctor said -- dial the phone with one finger

Activity 2: Bring given worksheet to class and distribute among students. Ask them to complete the blanks by using pictures and word bank. Help them in completing the worksheet.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to recite complete rhyme with actions.

Homework:

(2 mins)

Ask students to learn the rhyme.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Complete the given blanks by using word bank.



Five Little _____

_____ on the _____

One fell off and bumped his _____

Mama called the _____

And the doctor said "No more monkeys
jumping on the bed"

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

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson**
Plan: 3
Topic: Picture Story **Date:**

Objective(s):

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

- Understand events in story occurs in sequence.
- Number the picture story in sequence.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 59, picture cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Bring some picture cards of a story. Put them on the board without a sequence. Ask students to tell are these picture cards are in sequence or not. Call students at random and ask them to put them in a sequence. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn picture story in sequence. Tell them that we should follow the correct sequence in a story.

Activity 1:

Ask them to open textbook page 59. Read the given statement. Ask them to look at the given pictures carefully and say some sentences about them. Ask them to number the picture story in sequence. Guide them in writing correct numbers. Help them if need be. Then ask different questions about picture story.

What are the boys doing in the first picture? How did they help their injured friend?

Then read the story aloud and ask them to listen it carefully.

Activity 2:

Make groups of students. Distribute the provided worksheet to each group. Ask them to number the picture story in sequence. Help them if need be. The group which will complete its work first, will win. Monitor their work side by side. Guide them and help them If they need.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call some students at random and ask them to tell story in their own words. Encourage them at their correct responses.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Write the number to sequence the story.



A baker is mixing the cookie batter.



The cookies are ready.



He placed the tray into the oven.



Kids are eating the cookies.



He is filling the mould with the batter.

‘

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

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Topic: Sentences

Date:

Objective(s):

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

- Read simple sentences with the help of pictures.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 60, Picture cards, soft toys

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 picture cards of random things to class. Show them to students and ask them to share their correct name. Then ask them to say a sentence about it. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read and learn sentences.

Activity 1:

Ask them to open textbook page 60. Read the given statement of 'Time to read'. Ask them to look at the given pictures carefully. Then read the given sentences of these pictures aloud and ask students to repeat after you. Ask them to learn these sentences.

Activity 2:

Bring some soft toys to class. Call some students at random and ask him/her to pick any soft toy. Then ask them to say its name and say a sentence about it. Appreciate them at their active participation.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask students to share names of their favourite fruits or vegetables. Then ask them to say a sentence about it.

Homework:

(2 mins)

Ask them to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Topic: Sentences

Date:

Objective(s):

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

- Make simple sentences orally.
- Identify simple sentences with the help of pictures.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 60-61, picture cards

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show some pictures from their textbook to students. Ask them to say some sentences about these pictures. Appreciate them at their correct responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read and learn sentences.

Activity 1:

Ask them to open textbook page 60. Read the given statement of 'Time to Listen and speak'. Show them some different pictures to the class and ask them to share some sentences about these pictures. Encourage them at their correct responses.

Activity 2:

Ask them to open textbook page 61. Read the given statement of 'Time to Find'. Ask them to look at the pictures carefully and read the sentences. Then tick the correct sentences. The correct answers are:

This is a tree.

It is an orange.

That is a glass.

Check their work side by side. Guide them in completing the activity. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random. Point to some classroom objects and ask them to say a sentence about it.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

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

2

Topic: Parts of a book

Date:

Objective(s):

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

- Understand and identify the parts of book.
- Talk about your favourite books and stories.
- Point out different parts of books.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 62

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Play a quick game of Around the Room by saying the name of an item and having students find and touch the item (e.g. "Find a pencil"). Explain that just like pencils, erasers, and desks have different names, there are different names for parts of a book and today you will be learning about them.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn different parts of a book. Explain different parts by using a book. Take out any book that students are familiar with and hold it up for them to see.

Activity 1:

Ask them to open textbook page 62. Read the given statement of 'Time to Read'. Ask them to look at the given picture carefully. Then read the given parts of book aloud and ask them to read after you 3 -4 times. Then ask them to learn spelling of parts of a book.

Activity 2:

Read the given statement of 'Time to Listen and speak'. Ask them to say a sentence about their favourite storybook. Also point and name some the different parts of their English book.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to share names of parts of a book.

Homework:

(2 mins)

Ask students to revise and learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 3**
Topic: Parts of a book **Date:** _____

Objective(s):

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

- Match and label parts of books.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 63, sticky notes

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have student sit in a circle. Now point to parts of a book. Ask them to share names of parts of book. Encourage them at their correct responses.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to learn different parts of a book. Explain different parts by using a book. Take out any book that students are familiar with and hold it up for them to see.

Activity 1:

Ask them to open textbook page 63. Read the given statement of 'Time to Match'. Ask them to look at the given picture carefully. Then read the given titles of different books. Ask them to match them correctly. Help them if need be.

Activity 2:

Read the given statement of 'Time to Write'. Ask them to look at the given parts of book and label them. Guide them in writing names correctly.

Activity 3:

Next, pair students together and give them one set of sticky notes that are labelled with the parts of a book. Have students work together to label the book. Make sure to walk around and assist students as needed.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (8 mins)

Call students at random and ask them to share names of parts of a book.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**
Topic: Introduce self and family **Date:**

Objective(s):

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

- Learn how to introduce self and family in complete sentences.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Have all students sit in a circle. Hold a ball and tell the students they will be introducing themselves to their classmates by saying their name and stating their favourite thing to do. Start the exercise by introducing yourself and stating your favourite thing to do. Pass the ball to the next person, encouraging them to do the same.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to introduce themselves. Tell them that we should use polite words while introducing ourselves.

Activity 1:

Ask them to open textbook page 64. Read the given statement of 'Time to read'. Ask them to look at the given pictures carefully. Then read the given sentences aloud and ask them to repeat after you 3-4 times. Ask them to learn these sentences.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Guide them and help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask any of the three students from your class to introduce themselves and the students sitting with them.

Homework: (2 mins)

Ask students to paste a picture of their family in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Complete the given information.

About Me

My Name is _____

Color your gender picture.

I am a




girl
boy

What is your age?

I am years old.

Color the circles with the color of your eyes.

My eyes are .

Draw a picture of yourself.

Circle the texture that is closest to your hair.





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

Term: 3

Periodic Unit: 2

Week: 2

Lesson

Plan: 5

Topic: Introduce self and family

Date:

Objective(s):

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

- Learn how to introduce self and family in complete sentences. (orally)

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 64

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call some students at random and ask them to share some information about themselves and their family members. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to introduce themselves.

Activity 1:

Ask them to open textbook page 64. Read the given statement of 'Time to Listen and speak'.

Call students one by one in front of class. Ask them to share three sentences about their family. Encourage them at their active participation. Appreciate them to share things about their family members.

Activity 2:

Ask each of them to talk politely with the partner ask both of them to give introduction to each other in complete sentences. Ask them to take turns while answering and questioning each other. Ask each student to tell the class about their partner in detail. Encourage students at all times and appreciate them. Monitor this activity very closely.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Ask any of the three students from your class to introduce themselves and the students sitting with them.

Homework:

(2 mins)

Ask students to learn the classwork. Ask them to bring a family picture for next day's activity.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 1**
Topic: Introduce self and family **Date:** _____

Objective(s):

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

- Fill information about yourself and family.
- Write a few sentences about your families.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 65

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Call students at random and ask them to share two sentences about their favourite things. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to introduce themselves. Tell them that we should use polite words while introducing ourselves.

Activity 1:

Ask them to open textbook page 65. Read the given statement of 'Time to paste'. Ask them to bring a picture of their family and paste it in their textbook. Then ask them to complete the blanks by writing information correctly. Help them if need be.

Activity 2:

Read the given statement of 'Time to write'. Ask them to write complete sentences using the given word bank. Guide them in writing correct and complete sentences. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to read their written sentences correctly.

Homework: (2 mins)

Ask students to write three sentences about their family in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**
Topic: My School **Date:** _____

Objective(s):

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

- Read simple sentences.
- Extend their ideas or accounts by providing some detail about their topic (My School).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 66, picture cards of school objects

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 picture cards to students and show them. Then ask them to say their names and a sentence about it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about my school. Encourage them to share some sentences about their school.

Activity 1:

Take students to visit the school building. Tell them about important rooms in the school building for example, staff room, principal room, admission office, canteen, etc.

Activity 2:

Ask them to open textbook page 66. Read the given statement of 'Time to read'. Ask them to look at the given picture carefully. Then read the given sentences aloud. Ask students to repeat after you. Ask them to learn these sentences.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to say a sentence about their school.

Homework: (2 mins)

Ask students to paste a picture of their school in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 3**
Topic: My School **Date:**

Objective(s):

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

- Talk about your school.
- Identify different school objects.

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 66=67

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask them to share do they like school. Which activity do they like the most in school? Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about my school.

Activity 1:

Ask them to open textbook page 66. Read the given statement of 'Time to Listen and Speak'. Call students one by one in front of a class. Then ask them to say a sentence about their school.

Activity 2:

Ask them to open textbook page 67. Read the given statement of 'Time to Circle'. Ask them to circle the objects that they find in their school. Guide them in completing the activity. Help the if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to discuss which thing they like the most about their school.

Homework: (2 mins)

Ask students to paste stickers of any five classroom objects in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**
Topic: My School **Date:**

Objective(s):

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

- Write a few sentences about your school.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 67, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Point to different classroom objects and ask them to say a sentence about them. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write sentences about school.

Activity 1:

Ask them to open textbook page 67. Read the given statement of 'Time to Write'. Ask them to write three sentences about their school. Ask them to use the given word bank. Guide them in writing complete and correct sentences. Check their work side by side. Help them if need be.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Guide them and help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to discuss which thing they like the most about their school.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

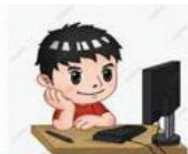
Name: _____

Date: _____

Match the words with their correct places.



Restroom



type



Classroom



Wash my hands



Computer room



swing



Playground



write

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

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

5

Topic: Cleanliness

Date:

Objective(s):

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

- Understand importance of cleanliness and personal hygiene.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 68, picture cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Bring given flash cards to class. Show them to students. Ask them to share names of these objects and also tell why they use these objects. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about cleanliness and personal hygiene. Tell students about importance of cleanliness and share some ways to keep ourselves clean. Tell them that personal hygiene habits keep us healthy.

Activity 1:

Ask them to open textbook page 68. Read the given statement. Ask them to look at the given pictures. Then read the given sentences aloud and ask them to repeat after you. Ask them to learn these sentences. Explain these rules in detail.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Guide them and help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share how they keep themselves clean.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

Worksheet

Name: _____

Date: _____

Choose the things we use to clean our body:



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

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Topic: Good Citizen

Date:

Objective(s):

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

- Understand the responsibilities of good citizen.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 69, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(10 mins)

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

Ask students to discuss what they think it means to be a good citizen. Ask them for examples on how to be a good citizen.

Main Activities/Concept Building:

(20 mins)

Tell students that today they are going to learn responsibilities of a good citizen. Tell them that a good citizen is a person who respects others and their property, is helpful, considerate, and willing to put others first, respects the environment and does not damage it in anyway, and is well mannered and pleasant. Tell them we should behave like good citizens. It is our responsibility to take care of plant at home and at public places. Share some ways to keep their home and other surroundings clean.

Activity 1:

Ask them to open textbook page 69. Read the given statement aloud. Then ask them to look at the given pictures carefully. Read given sentences aloud and ask students to read after you. Ask them to learn these sentences.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Guide them and help them if need be.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to share how do they take care of their parents and help them.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Circle all the pictures that show good citizenship.



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

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Topic: Festivals

Date:

Objective(s):

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

- Discuss different local and religious festivals.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 70, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Have students to sit in a circle. Ask them to discuss how do they celebrate Eid-ul-fitr and Eid-ul-Adha. Ask them to share some activities. Note their responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about festivals. Tell them that we celebrate religious festivals Eid-ul-fitr and Eid-ul-Adha. Explain them that Muslims celebrate two Eids in a year. On these festivals people meet each other and spend time enjoying with their friends and relatives. Ask them to tell how they celebrate their Eids. Teach them to respect other religions and their festivals as well.

Activity 1:

Ask them to open textbook page 70. Read the given statement aloud. Then ask them to look at the given pictures carefully. Ask different questions about these pictures. Ask them to share what are the children doing in these pictures.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Guide them and help them if need be.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Call students at random and ask them to say some sentences about these pictures.

Homework:

(2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

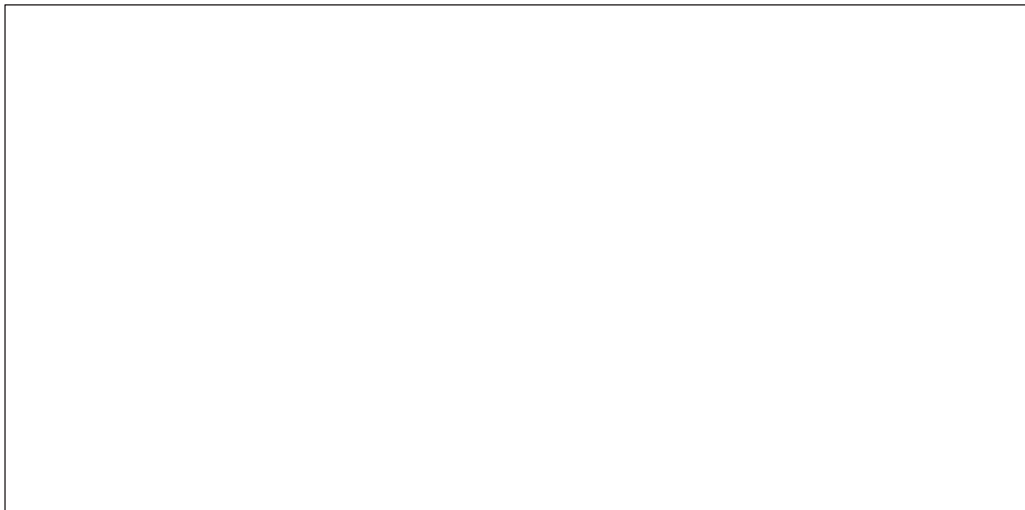
Worksheet

Name: _____

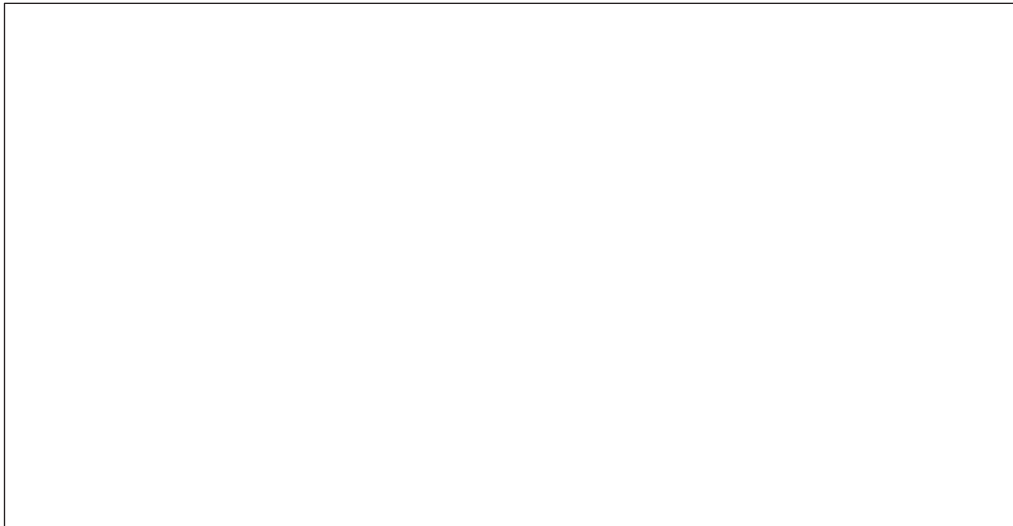
Date: _____

Draw some activities that you do Eid-ul-Fitr and Eid-ul-Adha with your family.

Eid-ul-Fitr



Eid-ul-Adha



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

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**
Topic: Spelling **Date:** _____

Objective(s):

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

- Identify spelling of different words with the help of pictures.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 71, worksheet, toys

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 toys to class. Show them to students and ask them to share their names with correct spelling. Encourage them at their correct responses.

Main Activities/Concept Building: (25 mins)

Ask them to open textbook page 71. Read the statement aloud. Ask them to complete the given puzzle by using given pictures. Involve students to name aloud the given pictures and complete the puzzle by predicting the correct spelling.

Activity 2:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Guide them and help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Put some picture cards in the jar. Then call students at random and ask them to pick any picture card and say its name with its correct spelling.

Homework: (2 mins)

Ask students to learn the class work.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Complete the given word puzzle by using given words.

P	A	E	T	S	U	N	L
H	N	G	F	R	O	G	R
W	E	G	B	Z	J	B	A
O	S	L	E	A	F	O	I
R	T	C	E	S	Y	O	N
M	U	B	I	R	D	T	F

				
BEE	BIRD	BOOT	EGG	FROG
				
LEAF	NEST	RAIN	SUN	WORM

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

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 4**
Topic: My Self **Date:** _____

Objective(s):

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

- Fill information about yourself in form of complete sentences.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 72,

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Bring flash cards of different

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write information about themselves.

Activity 1:

Ask them to open textbook page 72. Read the statement aloud. Read the given sentences aloud. Ask them to complete the given information. Involve them to introduce themselves by using complete sentences orally. Encourage them to complete the given sentences independently. Guide them in writing correct sentences and help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Get students into pairs. Ask them to share their written sentences to each other.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3

Periodic Unit: 2

Week: 4

Lesson

Plan: 5

Topic: Describing Pictures

Date: _____

Objective(s):

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

- Describe and talk about picture.
- Write simple sentences about it.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share names of their favourite fruits. Ask them to share some sentences about them. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn describing pictures.

Activity 1:

Ask them to open textbook page 73. Read the statement aloud. Ask them to look at the given picture carefully. Ask them to think and discuss some sentences about the given picture. Then ask them to write five lines about the given picture. Ask them to take help from the word bank. Ask them to write complete sentences. Ask them to use correct spelling and punctuation in their sentences. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share their written sentences.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 1**
Topic: Describing Pictures **Date:**

Objective(s):

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

- Describe and talk about picture.
- Write simple sentences about it.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 74

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students to share names of their favourite animal or bird. Ask them to share some sentences about them. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn describing pictures.

Activity 1:

Ask them to open textbook page 74. Read the statement aloud. Ask them to look at the given picture carefully. Ask them to think and discuss some sentences about the given picture. Then ask them to write five lines about the given picture. Ask them to take help from the word bank. Ask them to write complete sentences. Ask them to use correct spelling and punctuation in their sentences. Check their work side by side. Help them if need be.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Call students at random and ask them to share their written sentences.

Homework: (2 mins)

Ask students to paste a picture of their favourite animal and write three sentences about it in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 2

Topic: Revision

Date:

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 58-59, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Point to some classroom objects and ask them to say a sentence about them. Encourage them at their correct responses.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall and revise rhyme and sentences.

Activity 1:

Ask them to open their textbook pages 58. Ask students to recite the poem with actions. Ask different questions about poem.

Activity 2:

Ask them to open their textbook pages 59. Ask students to read and learn the given sentences.

Activity 3:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Check their work side by side.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Show some word cards to students and ask them to share a sentence about them. Encourage them at their correct responses.

Homework:

(2 mins)

Ask students to learn and revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

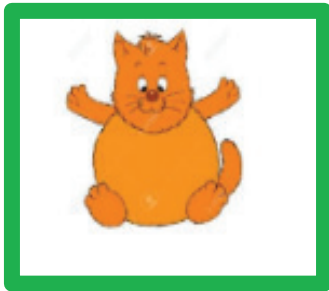
Worksheet

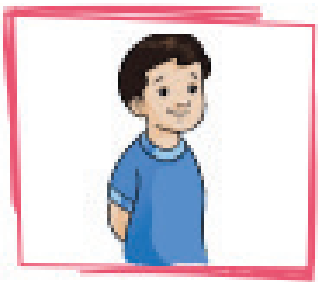
Name: _____

Date: _____

Write sentences about given pictures.







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

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**
Topic: Revision **Date:** _____

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 62-65, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students at random to share names of parts of book.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall and revise parts of book and my family.

Activity 1:

Ask them to open their textbook pages 62 and read the given parts of book. Ask them to learn these spelling.

Activity 2:

Ask them to open their textbook pages 64 and read the given sentences. Ask them to learn these spelling.

Activity 3:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Check their work side by side.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Ask students to share some sentences about themselves and their families.

Homework: (2 mins)

Ask students to learn and revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Write three sentences about yourself.

Label the parts of the book.



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

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**
Topic: Revision **Date:**

Objective(s):

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 66-70, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Discuss different questions with students. Ask them to share why do they like their school. Which festivals do we celebrate after Ramadan. How do you keep ourselves clean?

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recall and revise my school, festivals and cleanliness and good citizen.

Activity 1:

Ask them to open their textbook page 66 and read the given sentences aloud. Ask them to learn and practise these sentences. Encourage them to share some more sentences.

Activity 2:

Ask them to open their textbook 68, 69 and 70. Read the sentences aloud and ask them to repeat after you.

Activity 3:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Check their work side by side.

Sum Up: (3 mins)

Ask students to revise and learn the concepts.

Assessment: (5 mins)

Prepare some word cards about cleanliness. Put them in a basket. Call students at random and ask them pick any word card and share what these pictures show. Appreciate them at their correct responses.

Homework: (2 mins)

Ask students to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

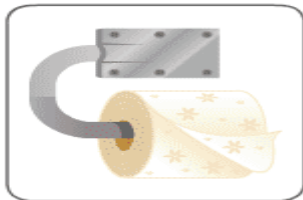
Name: _____

Date: _____

Write three sentences about your school. Use the given word bank.

name classrooms like teachers

Fill in the blank with the correct option.



Toilet Roll



Bud



Tooth Paste

We clean our ears with _____.



Hair Brush



Tooth Paste



Tooth Brush

We keep our hair neat and tidy with _____.

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

Term: 3

Periodic Unit: 2

Week:5

Lesson Plan: 5

Topic: Revision

Date:

Objective(s):t

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

- Revise the concepts

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 71-74, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Show some pictures from their textbook. Call students at random and ask them to say sentences about these pictures.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to recall and revise describing pictures.

Activity 1:

Ask them to open their textbook pages 71. Ask them to learn and read the spellings.

Activity 2:

Ask them to open their textbook pages 72, 73 and 74. Then ask them to read and learn the sentences.

Activity 3:

Bring given worksheet to class and distribute among students. Ask them to complete the worksheet. Check their work side by side.

Sum Up:

(3 mins)

Ask students to revise and learn the concepts.

Assessment:

(5 mins)

Put some picture cards in the jar. Then call students at random and ask them to pick any card and say a sentence about it. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to learn and revise the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Write three sentences about given picture.



Search these words in the puzzle.

sun		l	c	b	s	u	n
boat		h	a	o	m	l	y
heart		e	r	a	u	i	p
snail		a	r	t	i	a	p
puppy		r	o	l	j	n	u
carrot		t	t	i	t	s	p