

ENGLISH



AFAQ SUN SERIES

Based on Single National Curriculum 2022

Grade

Primer - A



Lesson Plans

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		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:

Orientation Day

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, basket, candies, colour paint

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Make sure to have warm and welcoming behavior to make students comfortable. Now introduce yourself to students. Tell them that you are their friend and now they are like a family. Introduce yourself and tell students your name. Tell them that they are going to learn interesting things and they will have fun together.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to have so much fun. Have students sit in a circle. Help them to sit properly. Put some candies in a basket and place the basket in the center. Ask student at random to pick up a candy and eat it. Then encourage student to share his/her name with everyone. Appreciate student by clapping to boost his/her confidence. Pass the bowl to another student at random ask him/her to take a candy and eat it. Ask him/her to share the name as well.

Repeat the process with every student. Make sure to involve all students in activity. Try to make students friendly and comfortable with you during the activity.

Activity:

Tell students that they are very special and unique like their names. Tell them that they have unique finger prints on each finger. No one can have same finger prints. Tell them that they are going to have fun with paints. Give students worksheets. Paint their index fingers one by one. Ask each student to place their fingers on the worksheet to make their finger prints. Praise them all. Appreciate them by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by telling them your name one more time and ask them to repeat after you. Draw stars on their faces (cheeks) using colour paint.

Assessment:

(5 min)

Now ask each student to show their finger prints to fellow students one by one by say their names aloud e.g. 'I am _____ and I am special.'

Homework:

(0 min)

N/A

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

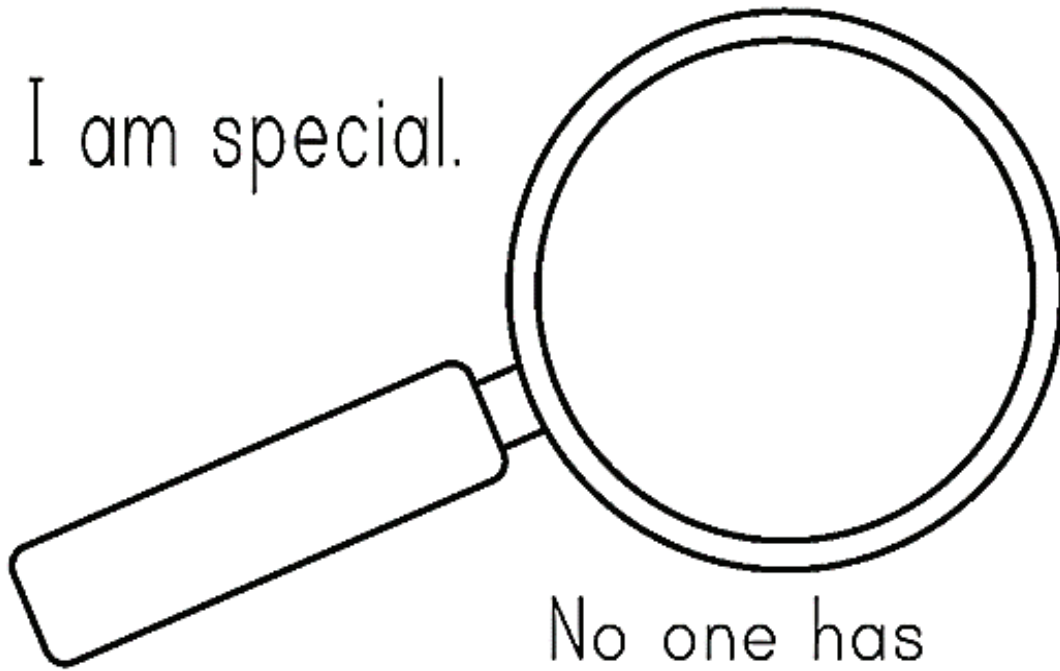
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

I am special.



No one has
fingerprints like mine.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		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:

Orientation Day

Resource Material:

Chalk/Marker, White/Blackboard, cardboard dice

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Make sure to have friendly and welcoming behaviour to make students feel comfortable in class. Tell students that today they are going to have more fun. Introduce yourself and tell students your name. Tell them your parents' names as well in warm tone. For example; 'Assalamu Alaikum!' 'I am your teacher'. 'My name is _____. 'My father name is _____. 'My mother name is _____.'

Main Activities/Concept Building:

(25 min)

Tell students that they are going to have fun today. Ask students to sit in a circle. bring a cardboard box dice in the classroom. Make sure to draw some animals with different actions to be performed by students. Pass the dice to a student at random. Encourage student to roll the dice on floor. Encourage him/her to perform the action on dice for example; hop like a frog, jump like a monkey, waddle like a penguin, trot like a horse etc. Perform the actions yourself as well to help students. After doing their action, ask student to say the name of his/her parents. Praise the child for his/her action and answer. Pass the ball to another student at random and ask him/her to roll the dice, perform the action and say names of his/her parents. Repeat the process with every student. Appreciate them all by clapping for them. Encourage shy students to get involve in the game as well.



Sum Up:

(3 min)

Sum up the lesson by involving students in activity and performing different actions by using the dice.

Assessment:

(5 min)

Ask students at random to tell how many family members they have. Encourage them to share the number of their family members with fellow students, for example; 'We are a family of _____.'

Homework:

(0 min)

N/A

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		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 A		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:

Orientation Day

Resource Material:

Chalk/Marker, White/Blackboard, different coloured pompom, plastic bowls/cupcake liners, tongs/tweezers, crayons

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Tell students that they are going to have so much fun today. Ask students to sit in a circle. Bring a basket full of colourful pompoms. Bring different colour plastic bowls or cupcake liners. Ask student at random to pick any pompom of their choice using a tong/tweezer. Ask him/her to put the pompom in a bowl/liner of similar colour. Appreciate them by clapping for their correct guess of colour. Repeat the process with every student. Make sure that students feel comfortable while performing the activity.



Main Activities/Concept Building:

(25 min)

Have students sit in a circle. Tell them that they are going to play a game. This game is called 'I like _____ colour.' Bring a basket full of different colour crayons. Ask student at random to come in front of the class. Ask him/her to tell the favourite colour by saying 'I like _____ colour'. Encourage the student to find his/her favourite crayon in the basket and show it to the fellow student. Appreciate the student for his/her answer.

Now repeat the process with every student. Make sure to be polite and kind to students during the activity. Appreciating them by clapping to boost their confidence.

Activity:

Give the worksheet to students. Ask students to colour the picture using their favourite coloured crayon. Ask them to write their favourite colour name in the given space as well using their favourite coloured crayon. Ask them to colour neatly. Help them if need be. Appreciate them all by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by telling names of different colours to students.

Assessment:

(5 min)

Ask students at random to tell name of their favourite colours to fellow students.

Homework:

(2 min)

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

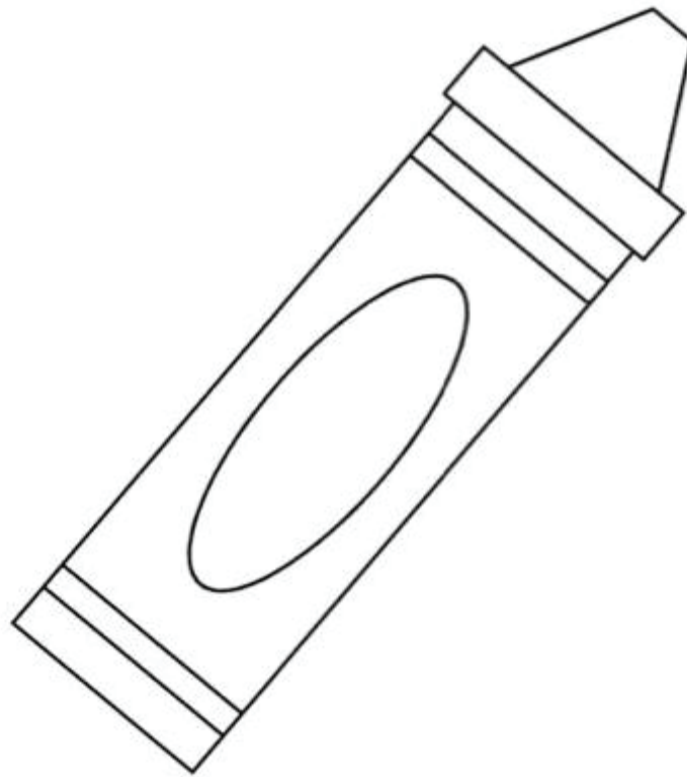
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



My favourite colour is: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		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:

Orientation Day

Resource Material:

Chalk/Marker, White/Blackboard, colours/paint, sock puppet

Teaching & Learning Activities:

Opening Activities/Warm-up:

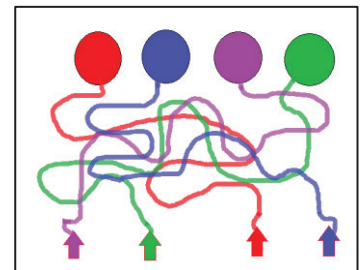
(7 min)

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

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

Tell students that they are going to play a fun game today. Make a maze path on the floor using different colours/paints. Make group of four students. Ask one group of students to stand on coloured arrows randomly. Now encourage students to follow the path with the help of colours towards the circles. Tell them if they follow the colour lines, they will reach to same coloured circles.

Appreciate students for their good performance and ask other students to clap for them as well. Repeat the process with other group of students as well.



Main Activities/Concept Building:

(25 min)

Tell students that are going to play another fun activity. Bring a chart in classroom about classroom rules. Place the chart on the board. Bring a puppet in the class and introduce it to students, for example; "Meet Mr. Puppet. He is going to tell us about some rules that we should follow". Tell them by following the rules, they can become helpful for their fellow students. Change your voice and pretend to talk like a puppet. Tell students some rules using puppet voice and hand gestures that they should follow in their classrooms. Use Mr. Puppet to tell students that they should listen to their teacher. They should be nice and kind to others. They should keep their classrooms clean. They should play safely. They should take turns when needed. Encourage students to repeat the rules with Mr. Puppet. Ask students at random to say a rule aloud for Mr. Puppet. Appreciate students by clapping for them for their good work.

Sum Up:

(3 min)

Sum up the lesson by telling students the importance of classroom rules.

Assessment:

(5 min)

Ask student at random to share a classroom rule that he/she always follows.

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 A		40 min

Term: 1 Periodic Unit: 1 Week: 1 Lesson Plan: 5
Unit Name: Topic: Book handling/ English is read from left to right 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 Material:

Chalk/Marker, White/Blackboard, story book, soft toy (Teddy bear), colour paint

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Tell students that we are going to have so much fun today. make them sit in a circle. Bring a soft toy and introduce it to students, for example; 'Student! Meet Mr. Bear.' 'He is going to read a story for us'. Bring a story book and place it on the table carefully. Pretend that toy bear is opening the book. Pretend that toy bear is going to read the story. Read the story and turn the pages carefully. Ask different questions in between so that students remain interested in the story, for example; What will happen next? Did you like the story? Which character you like the most? etc. Encourage students to ask any questions if they want. Appreciate them all by clapping.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn how to hold, open and turn the pages of their books. Tell them that we should hold our books carefully so they can remain in good condition. Tell them that we should not scribble on our books. We should not tear pages from our books. Tell them that we should not throw our books on floor. We should not step on a book. Ask students to take out their English textbooks and place it on their tables gently. Tell students that to open the book, we start from the top right corner. We use our index finger of right hand to lift the page. After lifting the page, we slide our fingers under the page. We gently slide our right hand under the page and turn it over. We can use our left hand to hold the turned over page to keep it on its place.

Tell students that to turn all the pages, we repeat the same process. Demonstrate the method to students by yourself. Open the book and use your right index finger to lift a page, slide your fingers under, and gently slide your right hand under the page and turn it over. Turn the pages of book four to five times so that students could watch and learn.

Activity:

Raise your one hand and ask students. 'What is this?'. Expected answers could be; 'hand,' 'fingers'. Raise your other hand as well and ask kids what is this. Expected answers would be same. Now ask students what is the difference in both hands. Note their responses. Raise your right hand and tell students that this is your right hand, and other one is your left hand. Raise your right hand and tell students that we should eat food using our right hand. Ask students at random to raise their left hands. Note their responses. Help them to identify their left hands if needed. Give them worksheets to make print of their left hands. Paint their left hands and ask them to make a print on work sheets. Appreciate them all for their efforts. Now tell students that we read English from left side to right. To demonstrate, write English Alphabet on board. Read the alphabet and tell students that you are reading alphabets from left hand side. Encourage

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

students to read the English Alphabet with you as well. Appreciate them all by making paint stars on their left hands to boost their confidence. Tell students that English is read from top to bottom.

Activity:

Tell students that each and every book has two sides, front and back. Show them different books asking questions, for example; Is this the front side of the book? Where is the back side of the book? Make them understand that English books goes from left to right.

Sum Up:

(3 min)

Sum up the lesson by showing how to turn pages of book one more time.

Assessment:

(5 min)

Ask students at random to raise their right or left hand. Ask other students at random to turn the page of their book. Note their responses. Appreciate them for correct answers by clapping for them.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

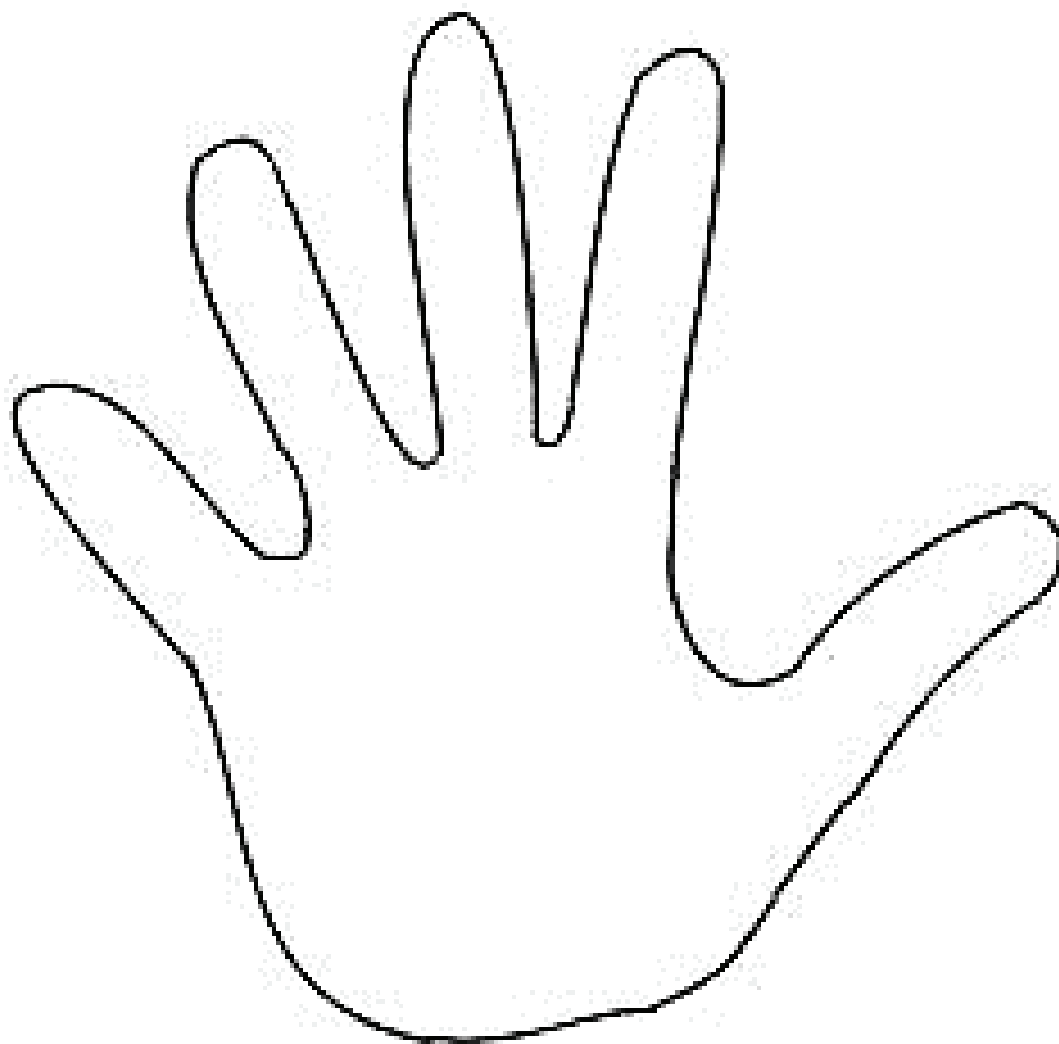
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



My Left Hand

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

Term: 1 Periodic Unit: 1 Week: 2 Lesson Plan: 1
Unit Name: Topic: Greetings/ Taking Turns Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard , textbook page 2

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Ask a student at random to tell what we say when we meet each other?

Involve them to answer you. Ask same question to other students at random as well. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to learn about greetings.

Tell them that when we meet someone, we say "Assalaamu Alaikum", and in reply, the other person will say "Wa Alaikum Assalaam". Demonstrate a short dialogue with a student at random. Say 'Assalaamu Alaikum'. Ask the student to reply by saying 'Wa Alaikum Assalaam'.

Tell students that when we meet someone, we say 'Hello', and in reply, the other person can say 'Hi' or 'Hello'. Ask students to open textbook page 2. Read the topic and statement aloud. Read the greetings aloud and ask students to repeat after you. Tell students that we should never interrupt others while talking. It is considered a bad manner. We should wait for others to stop talking. We should talk to each other's by taking turns.

Activity:

Make pair of students. Ask each pair to practice the greetings with each other. Demonstrate the greetings yourself for their better understanding of students. Ask students to practice greetings with each other.

Sum Up:

(3 min)

Sum up the lesson by saying it is good to greet others before starting a conversation.

Assessment:

(5 min)

Ask students at random to greet you by coming in front of the class. Respond to their greetings and appreciate them for their accurate responses.

Homework:

(2 min)

Practice the greetings on textbook page 2 with parents and family members.

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 A		40 min

Term: 1 Periodic Unit: 1 Week: 2 Lesson Plan: 2
Unit Name: Topic: Sounds in Environment Date:

Objective(s):

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

Recognise difference between sounds in the environment.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, textbook page 3, soft toy

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask students to sit in a circle. bring a picture card of a 'cat' on the bed and ask do you know what is this?

Note their answers. Students will reply, 'It is a cat'. Encourage them to talk about cat. Ask students at random to mimic the sound of 'cat'. Encourage students to make sound of cat /meow, meow/. Appreciate them all by clapping for them. Tell students that cat is a pet animal and we can keep it at our home.

Main Activities/Concept Building: (25 min)

Tell students that we are going to learn about different sounds that we hear in our surroundings. Tell them that we hear different sounds in our environment. For example; sounds of birds, sounds of vehicles, sounds of machines etc. Ask students to open textbook page 3. Ask student to look at the picture carefully. Ask student at random to share the names of different objects that they can see in the picture. Discuss each object and its sound with students. Say the sounds three to four time aloud and encourage students to repeat after you.

Activity:

Ask students to sit in a circle. throw a soft toy to student at random and ask him/her to catch it. Then ask him/her to tell what is the sound of a clock. Encourage them to say aloud /tick, tock/, /tick, tock/. Repeat the process and ask students to share sounds /meow, meow/, /ding, dong/, /pitter, patter/, /choo, choo/, /drip, drip/, and /tick, tock/ accurately according to the objects. Appreciate them all for their correct answers by clapping for them.

Sum Up: (3 min)

Sum up the lesson by saying the sounds of different objects aloud and ask students to repeat after you.

Assessment: (5 min)

Bring picture cards of different object in classroom and put them on the table upside down. Ask students at random to come and pick one card each. Ask them to say the sound of object on their picture card. Appreciate them for correct answer. Make sure to involve all students in the activity.

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

Homework:

(2 min)

Practice the sounds of different object at home. Observe different sounds in their environment.

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 A		40 min

Term: 1 Periodic Unit: 1 Week: 2 Lesson Plan: 3
Unit Name: Topic: Pencil Holding Date:

Objective(s):

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

- Hold a pencil correctly.
- Make marks and scribbles to communicate meanings.

Resource Material:

Chalk/Marker, White/Blackboard, basket, different objects (toys, candies, pompoms), textbook page 4

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students that they are going to play a fun game today. Bring a basket full of different objects in class and place it on the table. Call students at random to pick any single object while closing their eyes. Ask them to guess the object that they have in their hand. Encourage them to say the names of the object aloud. Appreciate them all for their correct guesses.

Main Activities/Concept Building:

(27 min)

Ask students to sit in a circle. Provide pencils to students. Tell students that the pencil is held between the forefinger and the thumb right above the cone shaped part of the pencil. Tell them that it rests between their thumb and forefinger. Tell them that we put our middle finger under the pencil for support. Tell them that this method of holding pencil is best because it allows us to control our hand muscles. This method makes the use of pencil comfortable. Pick a pencil by yourself and demonstrate the pencil grip method by yourself for better understanding of children. Help students if need be.

Ask students to open textbook at page 4. Ask student to look at the given picture carefully. Ask them to demonstrate the pencil holding posture using their own pencils. Encourage students to hold their pencils accurately and draw horizontal lines on the given space in their textbooks.

Sum Up:

(3 min)

Sum up the lesson by demonstrating pencil holding posture by yourself.

Assessment:

(5 min)

Ask students at random to come in front of the class and hold a pencil correctly.

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 A		40 min

Term: 1 Periodic Unit: 1 Week: 2 Lesson Plan: 4
Unit Name: Topic: Pencil Holding/Tracing Vertical lines Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace vertical.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 5, ice cream sticks, glue, chart paper

Teaching & Learning Activities:

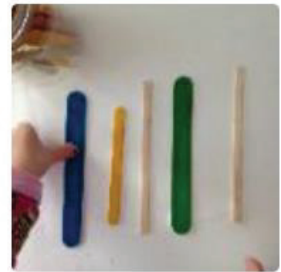
Opening Activities/Warm-up:

(5 min)

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

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

Bring some different coloured ice cream sticks, glue and chart paper in the class and place them on the table. Call students at random to pick any ice cream stick of their favourite colour. Ask student to paste the ice cream stick in vertical shape on the chart paper. Ask students to make sure to paste sticks straight in vertical shape. Help them if need be. Leave spaces between ice cream sticks. Make sure to involve all students in the activity. Appreciate students for their active participation in the activity.



Main Activities/Concept Building:

(25 min)

Activity:

Tell students that today they are going to learn how to draw vertical lines. Bring the chart paper with pasted ice cream sticks. Now ask students at random to draw a vertical line between the ice cream sticks. Ask them to hold their pencils correctly. Demonstrate the pencil holding posture if needed. Appreciate students for drawing vertical line between ice cream sticks.

Activity:

Draw some vertical lines on board. Ask students at random to come in front of the class and ask them to draw a vertical line on the board. Help them if need be. Appreciate them for their efforts.

Activity:

Ask student to open their textbooks at page 5. Ask them to hold their pencils correctly. Ask them to trace vertical lines on given space. Ask them to draw on designated space.

Sum Up:

(3 min)

Sum up the lesson by drawing some vertical lines on the board by demonstrating the correct pencil-holding posture.

Assessment:

(5 min)

Ask students at random to show you correct pencil-holding posture by coming in front of the class.

Homework:

(2 min)

Complete the given worksheet at home.

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

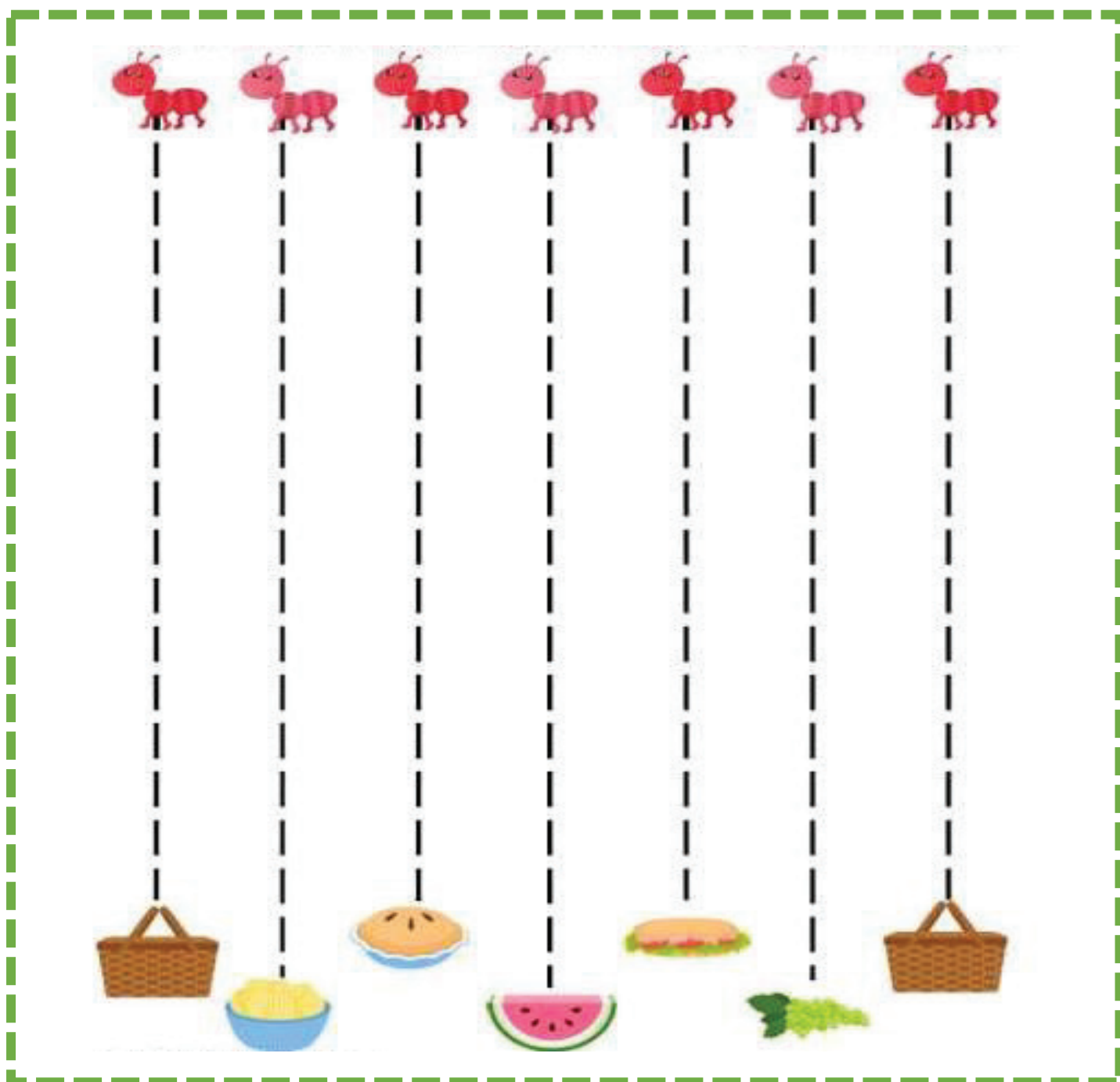
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Draw vertical lines.



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

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name:

Topic: Pencil Holding/Tracing Horizontal lines

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace horizontal lines.

Resource Material:

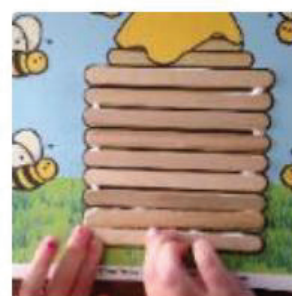
Chalk/Marker, White/Blackboard, textbook page 5, ice cream sticks, glue, chart paper

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'. Bring some different ice cream sticks, glue and chart paper in the class and place them on the table. Call students at random to pick any ice cream stick. Ask student to paste the ice cream stick in horizontal shape on the chart paper. Ask students to make sure to paste sticks straight in horizontal shape. Help them if need be. Make sure to involve all students in the activity. Appreciate students for their active participation in the activity.



Main Activities/Concept Building:

(25 min)

Activity:

Tell students that today they are going to learn how to draw horizontal lines. Bring the chart paper with pasted ice cream sticks. Now ask students at random to draw a horizontal line on an ice cream stick. Ask them to hold their pencils correctly. Demonstrate the pencil holding posture if needed. Appreciate students for drawing horizontal lines between ice cream sticks.

Activity:

Draw some horizontal lines on board. Ask students at random to come in front of the class and ask them to draw a horizontal line on the board. Help them if need be. Appreciate them for their efforts.

Activity:

Ask student to open their textbooks at page 6. Ask them to hold their pencils correctly. Ask them to trace horizontal lines on given space. Ask them to draw on designated space.

Sum Up:

(3 min)

Sum up the lesson by drawing some horizontal lines on the board by demonstrating the correct pencil-holding posture.

Assessment:

(5 min)

Ask students at random to show you correct pencil-holding posture by coming in front of the class.

Homework:

(2 min)

Complete the given worksheet at home.

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

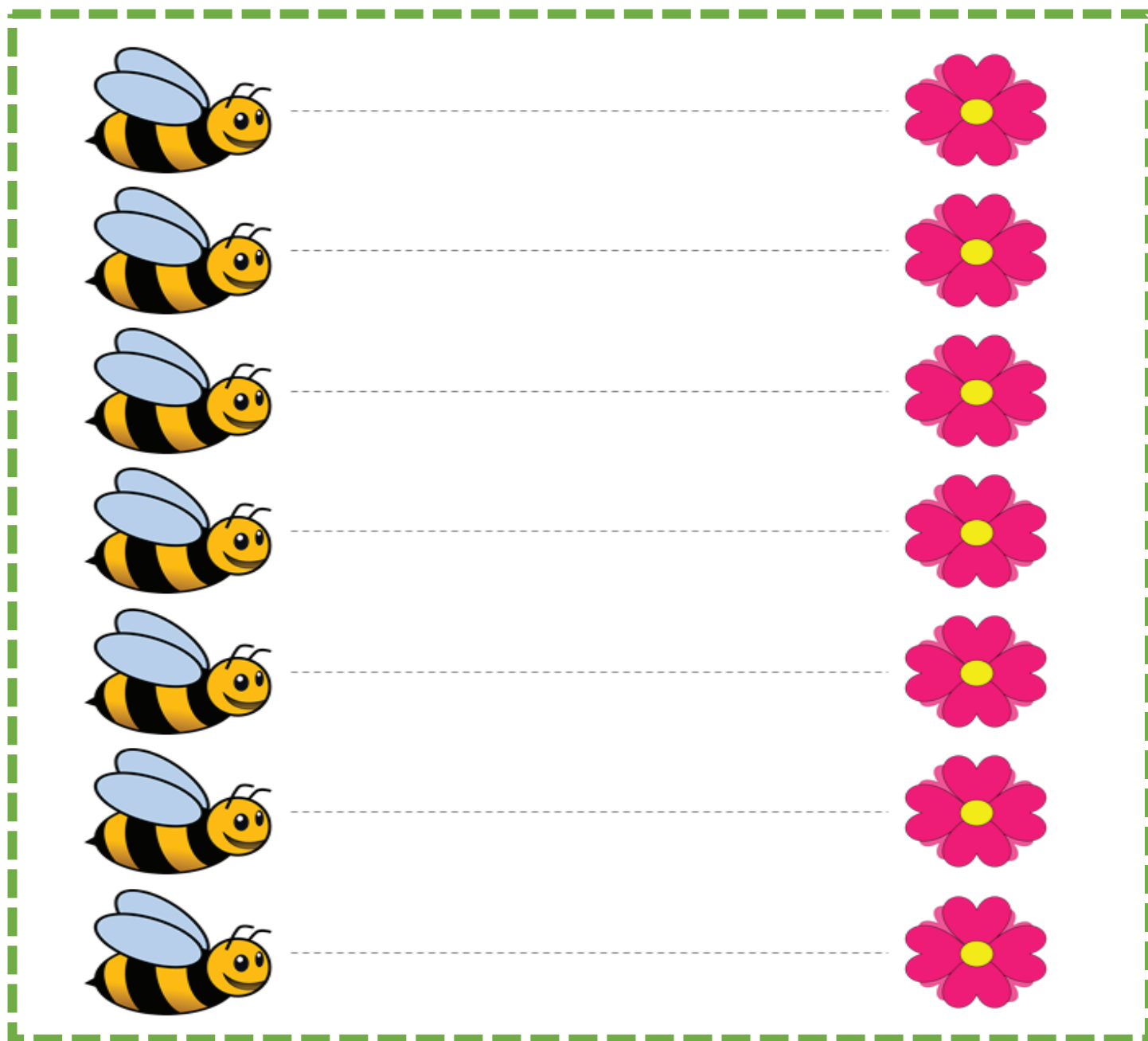
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Draw horizontal lines.



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

Term: 1 Periodic Unit: 1 Week: 3 Lesson Plan: 1
Unit Name: Topic: Pencil Holding/Tracing Vertical, Horizontal, Wavy lines Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace vertical, horizontal, wavy lines and strokes, etc.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 7, big tray, sand, paper boat.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Asks students to sit in a circle on a mat. Bring a tray with sand and place it on the mat. Ask student at random to draw vertical and horizontal lines using their fingers on the sand. Make sure to involve all student in the activity. Appreciate e them for their involvement. Bring a paper boat and show it to students. Tell students that boats can ride on water. Tell them that boats go up and down on waves. Use your hand movements to show the up and down wavy gesture of the boat. Give appear boat to random student and ask them to use the same gesture to move the boat.

Main Activities/Concept Building:

(25 min)

Activity:

Tell students that today they are going to learn how to draw wavy lines. Use your hand movements to show the up and down wavy gesture. Draw some wavy lines on board. Ask students at random to come in front of the class and ask them to draw a wavy line on the board. Help them if need be. Appreciate them for their efforts.

Make pair of students. Ask one of the student to draw vertical, horizontal or wavy lines on other's hands using his/her fingers. Ask other student to guess which line is drawn on his hand. Ask each pair to practice this with each other. Appreciate them all by clapping for them.

Activity:

Ask student to open their textbooks at page 7. Ask them to hold their pencils correctly. Demonstrate the correct pencil holding posture if needed. Ask them to trace, vertical, horizontal and wavy lines on given space. Ask them to draw on designated space. Praise them all by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by drawing some wavy lines on the board by demonstrating the correct pencil-holding posture.

Assessment:

(5 min)

Ask students at random to show you correct pencil-holding posture by coming in front of the class. Ask students at random to draw some wavy lines on board.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

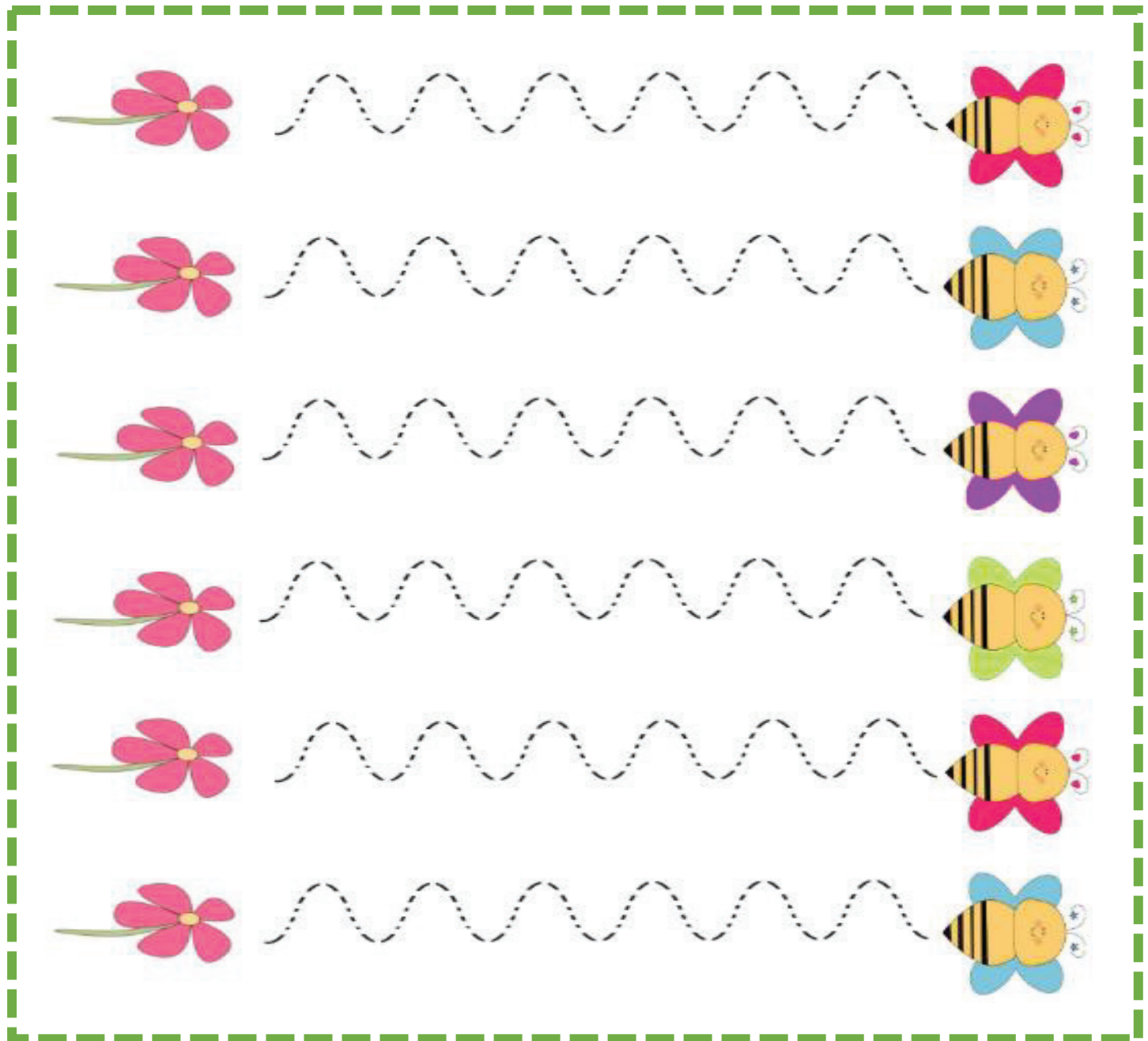
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Draw wavy lines.



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

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name:

Topic: Pencil Holding/Tracing/ Colouring Shapes

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace and colour different lines, shapes as circles, squares, triangles and rectangles, etc. (Picture)

Resource Material:

Chalk/Marker, White/Blackboard, yarn strings, glue, chart paper, 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'.

Bring some different coloured yarn string, glue and chart paper in the class and place them on the table.

Draw some shapes such as square and circle on the chart. Make groups of students. Call a group of students at random and ask to pick any coloured yarn they want. Ask students to paste the yarn with help of glue on any shape they like. Ask students to make sure to paste yarn on the shape accurately. Help them in pasting the yarn on drawn shapes. Make sure to involve all students in the activity. Appreciate students for their active participation in the activity. Tell them the names of different shapes.

Main Activities/Concept Building:

(25 min)

Ask students at random to come in front of the class and demonstrate the correct pencil holding posture to fellow students. show them correct pencil holding posture if needed. Tell them that today, we are going to have so much fun. Tell them that they are going to trace a picture. Asks students to open textbook page 8. Ask students to trace on the dots carefully. Ask them to hold their pencils with proper grip and trace on dotted pattern. Ask them to listen to your instruction carefully. Help them in tracing if need be.

Activity:

Ask students at random if they like colouring. Note their responses. Ask students to open textbook page 8. Tell them that they are going to colour the picture. Ask them to choose their favourite colours to colour the given picture. Encourage them to hold their colour pencils with proper grip. Ask them to colour neatly. Ask them to colour in the designated space. take rounds while they colour in picture. Appreciate them all by clapping for their colouring activity.

Sum Up:

(3 min)

Sum up the lesson by repeating the names of different shapes.

Assessment:

(5 min)

Draw some shapes on board and ask students at random to tell their names. Appreciate them for their correct answers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

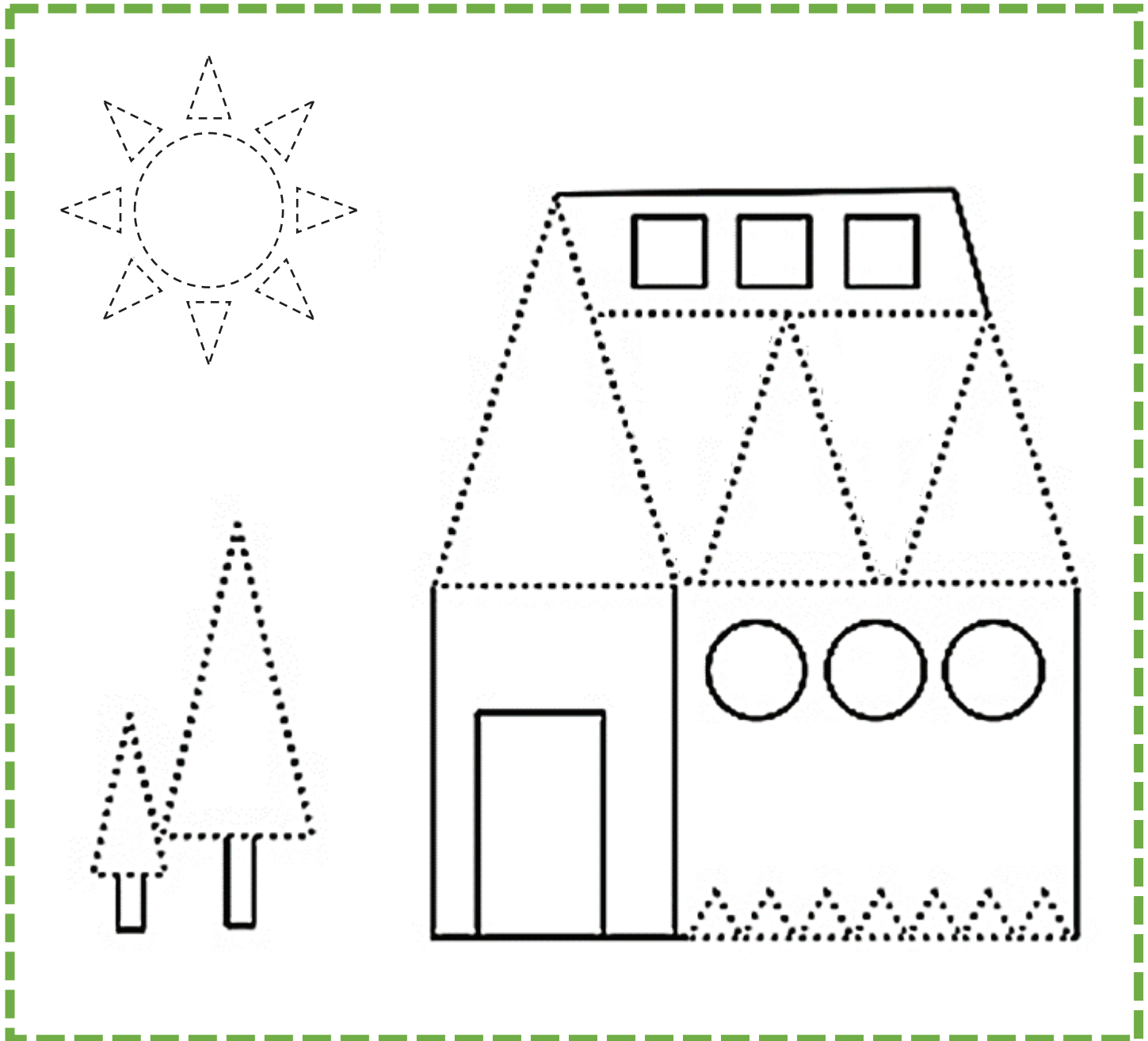
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Trace and colour the given picture.



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

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name:

Topic: Pencil Holding/Tracing/ Colouring Shapes

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace and colour different lines, shapes as circles, squares, triangles and rectangles, etc. (Picture)

Resource Material:

Chalk/Marker, White/Blackboard, flash cards (shapes), textbook page 9

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a flash card to students and ask them to guess the name of the shape. Encourage students to raise their hands before telling the answers. Use different flash cards and ask students at random to share the names of shapes aloud. Make sure to involve all students in the activity. Appreciate students for their active participation in the activity.

Main Activities/Concept Building:

(25 min)

Ask students at random to come in front of the class and demonstrate the correct pencil holding posture to fellow students. show them correct pencil holding posture if needed. Tell them that today, we are going to have so much fun. Tell them that they are going to trace a picture. Asks students to open textbook page 9. Ask students to trace on the dots carefully. Ask them to hold their pencils with proper grip and trace on dotted pattern. Ask them to listen to your instruction carefully. Help them in tracing if need be.

Activity:

Ask students at random if they like colouring. Note their responses. Ask students to open textbook page 9. Tell them that they are going to colour the picture. Ask them to choose their favourite colours to colour the given picture. Encourage them to hold their colour pencils with proper grip. Ask them to colour neatly. Ask them to colour in the designated space. take rounds while they colour in picture. Appreciate them all by clapping for their colouring activity.

Sum Up:

(3 min)

Sum up the lesson by repeating the names of different shapes.

Assessment:

(5 min)

Ask students at random to draw shapes on board. Ask them to draw properly.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

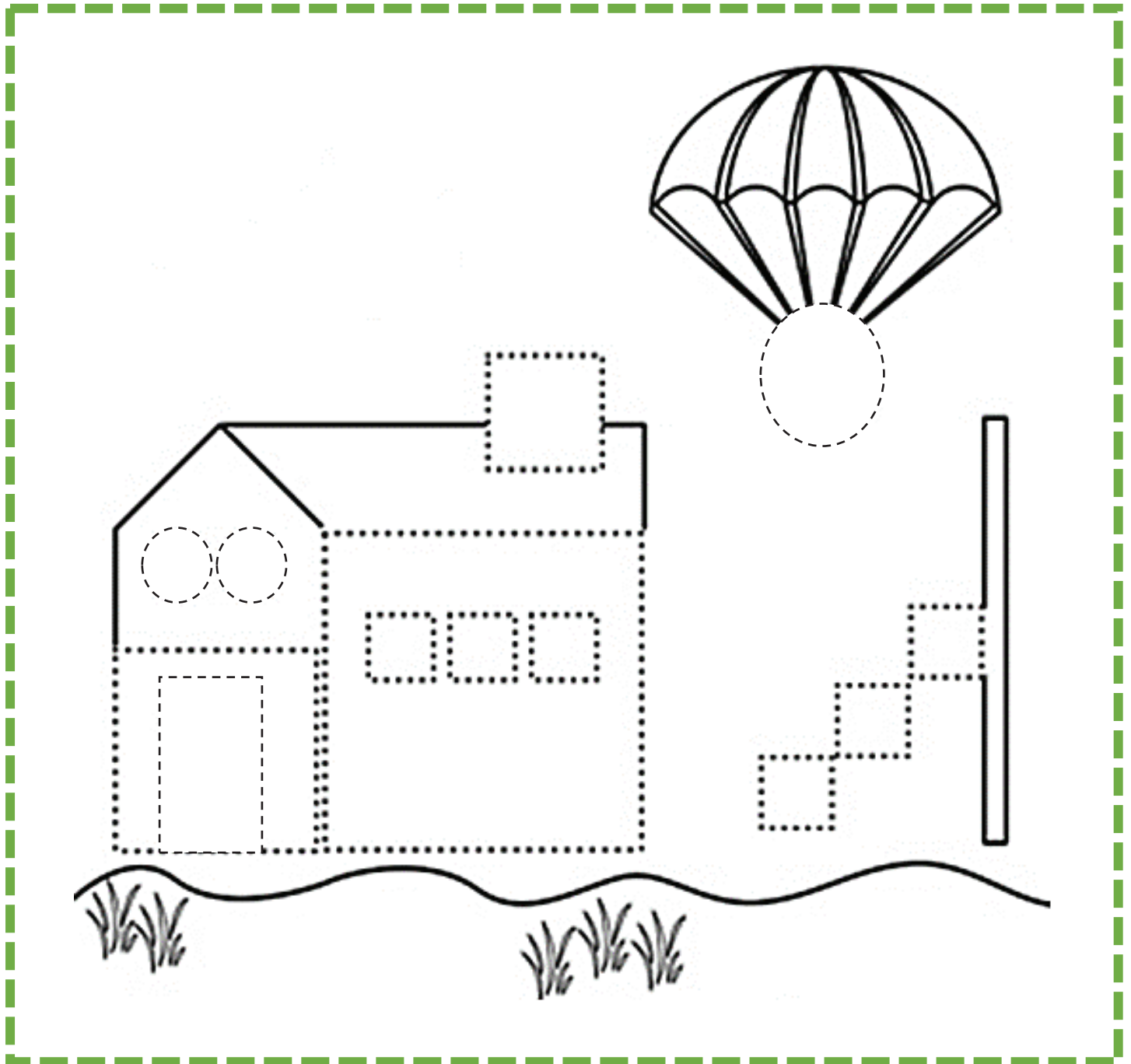
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Draw wavy lines.



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

Term: 1 Periodic Unit: 1 Week: 3 Lesson Plan: 4
Unit Name: Topic: Pencil Holding/ Colouring Shapes Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour different lines, shapes as circles, squares, triangles and rectangles, etc. (Picture)

Resource Material:

Chalk/Marker, White/Blackboard, colour pencils, basket, textbook page 10

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Bring basket full of colour pencils and put it on the table. Ask students at random to pick a pencil one by one. Now encourage students to tell name of an object with same colour they have picked from the basket. For example; 'blue sky', 'yellow sun', 'brown tree', 'purple cushion' etc. Repeat the process with other students as well. Make sure to involve all students in the activity. Appreciate them all for their answers.

Main Activities/Concept Building:

(25 min)

Tell student that they are going to colour a picture today. Ask them to open their textbooks at page 10. Ask students to show their fellow students the correct pencil holding gesture. Demonstrate the correct pencil holding gesture by yourself if needed. Ask them to choose their favourite colours to colour the given picture. Ask them to colour neatly. Ask them to colour in the designated space. Take rounds while they colour in picture. Help them if need be. Appreciate them all by clapping for their colouring activity.

Sum Up:

(3 min)

Sum up the lesson by sharing the names of different colours.

Assessment:

(5 min)

Ask students at random to share the name of their favourite colours.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

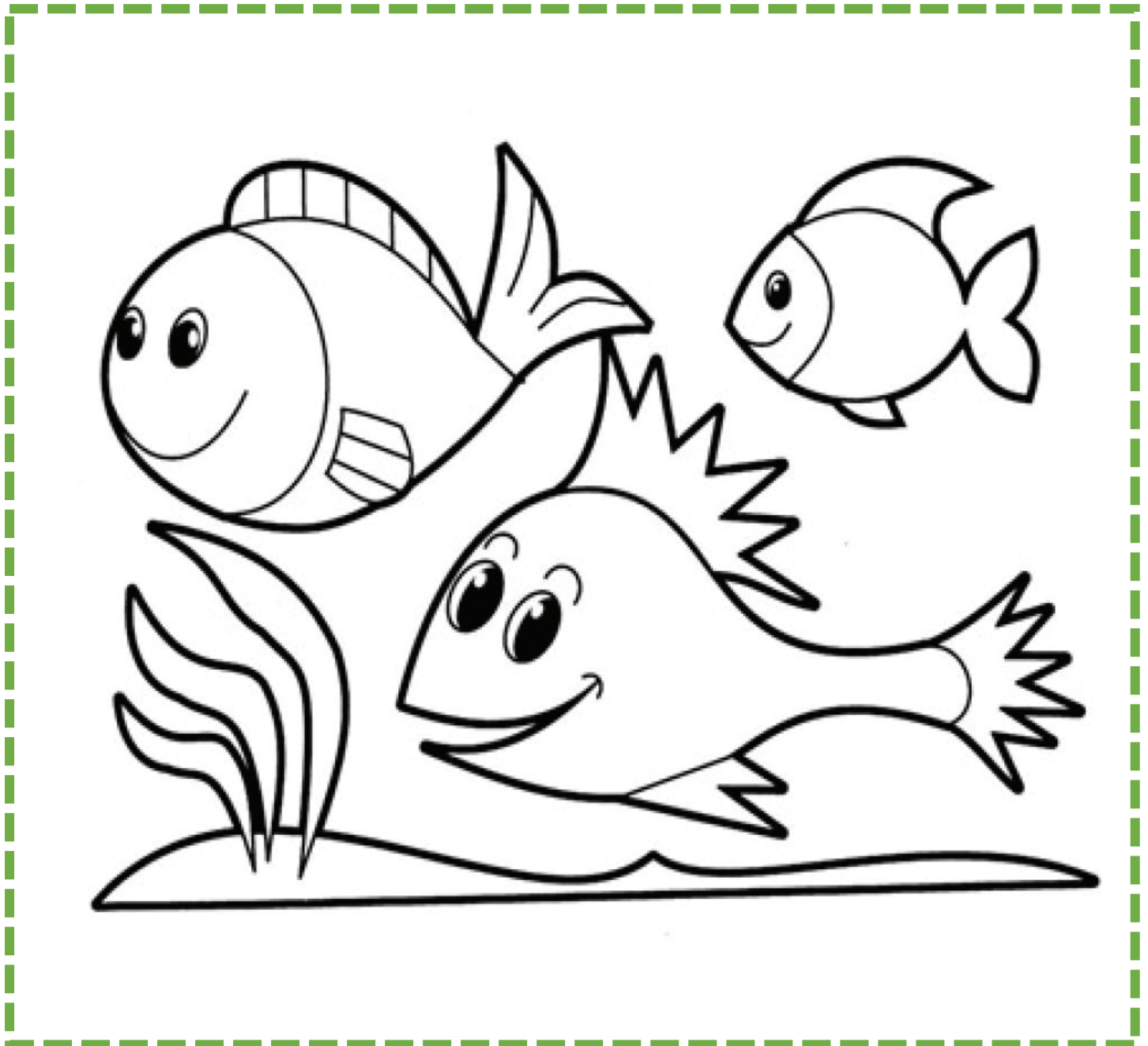
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Draw wavy lines.



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

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

Unit Name: Topic: Poem Date:

Objective(s):

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

Read poem with actions. (Poem: If you're happy and you know it)

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 11

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make students sit in a circle. Ask students at random if they like poems. Ask them to tell which poem they like the most. Tell them that today we are going to learn a poem. Paste pictures of poem characters on the board and discuss them with students.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read a poem 'If you're happy and you know it'. Ask them to open textbook page 11. Ask them to look at the given picture of the poem carefully. Read the title of the poem aloud and ask student to repeat after you.

Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat:

If you're happy and you know it, clap your hands.

If you're happy and you know it, stamp your feet.

If you're happy and you know it, shout "Hurray!"

If you're happy and you know it, do all three.

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line after you and clap their hands all together. Read the lines twice and ask students to repeat the action. Read the second line and ask students to get up and stomp their feet on ground. Read the third line and encourage students to say "Hurray!" loudly. Read the last line and ask students to repeat any of the above mentioned actions.

Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

Sum Up:

(3 min)

Read the poem again and ask students to repeat after you 3-4 times.

Assessment:

(5 min)

Read the poem and ask student to perform the actions according to the poem. Appreciate them for their correct responses.

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

Homework:

(2 min)

Read the poem on textbook page 11 at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

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

Unit Name: Topic: Picture Sequence Date:

Objective(s):

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

Recognise sequence and number the pictures in sequence.

Resource Material:

Chalk/Marker, White/Blackboard, soft toy, picture cards, textbook page 12

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask student to sit in a circle. Tell them that today we are going to discuss our morning routines. Share your morning routine with students for their better understanding, for example; 'I get up in morning. I brush my teeth and wash my face. Then, I offer my Salah. I get ready for the school. Then, I eat my breakfast. Finally, I come to school with my father.' Throw a soft toy to a student at random. Now, ask student to describe his/her morning routine before coming to school. Appreciate the student for his/her answer. Ask student to throw the toy to another student. Ask other student with toy to share his/her routine. Repeat the process with every student. Appreciate students for sharing their routines with fellow students.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to learn about 'picture sequence' today. Tell students that every action occurs in a correct sequence. Explain to them the importance of sequence of events by giving an example for their understanding.

Activity:

Ask students to sit in a circle. Bring picture card in the class and show them to students. Ask students at random that have they ever take part in race competition in school. Ask them if they ever race with their friends, cousins or other family members. Note their responses. Share a short story of a race competition using the picture cards. Make sure to use picture cards in correct sequence.

Now, place the picture cards in random order. Call students at random to correct the sequence of picture cards. Help them if need be. Make sure to involve all students in the activity. Appreciate them all by clapping for them to boost their confidence.

Activity:

Ask students to open their textbook at page 12. Read the statement aloud. Ask students to look at the given pictures carefully. Ask them to tell what is happening in each picture by taking turns. Ask students to guess the correct sequence of the pictures. Encourage them to write 1,2,3 and 4 according to the correct morning routine of character "Ahmad". Ask them to keep in mind their own morning routines. Help them if needed. Appreciate them all by clapping for their correct answers.

Sum Up:

(3 min)

Sum up the lesson by sharing your daily routines with students. Encourage them to share their daily routines as well.

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

Assessment: (5 min)

Place picture cards on table and ask students at random to place them in correct sequence. Appreciate them for their correct answers.

Homework: (2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

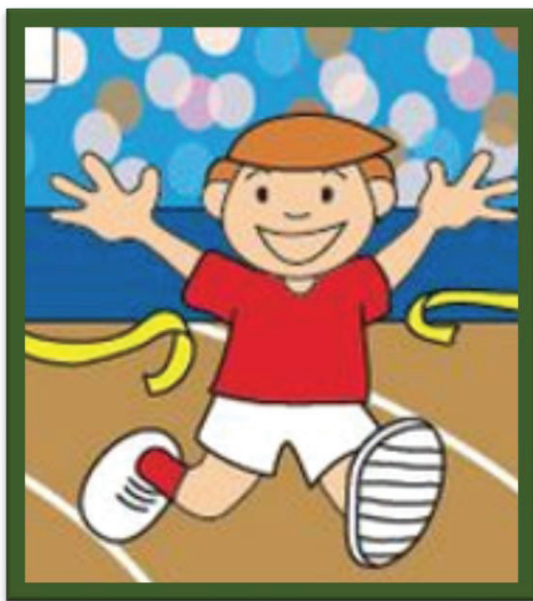
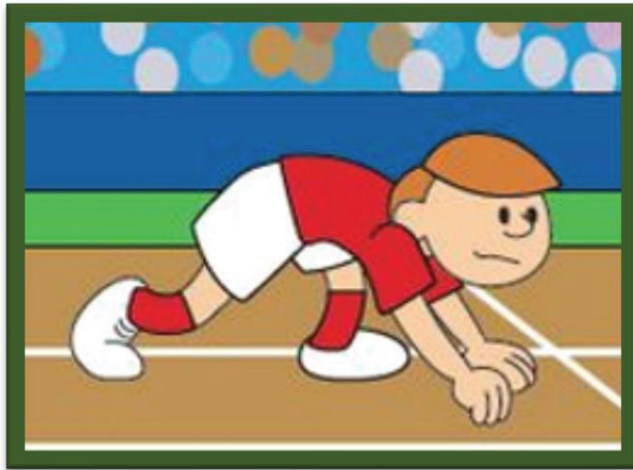
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Unit Name:

Topic: Sky, Grass, Root Letter

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace sky, grass and root of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards (small alphabets), chart paper,

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sing the 'ABC' song together. Bring the letter cards and place them on the board. Point towards any letter and ask students at random to tell the letter and its sound aloud. Repeat the process three to four time.

Place letter cards on the table facing down. Ask student at random to pick one card. Ask him/her to share the initial sound of the letter. Encourage him/her to share names of some objects with similar initial sound. Appreciate student for correct response. Repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Bring a chart paper showing sky, grass and roots with letters written on it and place it on the board. Tell students that today we are going to learn about sky, grass and root letters.

Tell students that we write in upper three lines are called sky letters. These are called sky letters because like a growing tree, which stem looks like going up in the sky, sky letters also reaches the top line. Explain the concept by drawing four lines on board and write sky letters. Make sure to tell kids how sky letters touch the top line.

Tell students that letters which we write in the middle lines are called grass lines. Draw four lines on board and write grass letters for demonstration. Tell students that letter that we write on lower three lines are called root letters. Just like the roots of a tree, these letters remain in the bottom three lines. Root letters touches the bottom line.



Ask students to open their textbooks at textbook page 13. Ask students to take out their pencils as well. Demonstrate the correct pencil-holding posture and ask student to follow you. Now ask students to trace the sky, grass and root levels on their textbook with neat hand writing. Help them if need be. Appreciate them for their work by clapping for them.

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

Sum Up: (3 min)

Sum up the lesson by explaining the concept of sky, grass and root letters again.

Assessment: (5 min)

Write some random small letters on the board in four lines. Ask students at random to look at the letters carefully and name them one by one. Appreciate them for their correct answers.

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace the letters.

Sky letters

b d f h k l t

Grass letters

a c e i m n o

r s u v w x z

Root letters

g j p q y

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

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name:

Topic: Recognition Letter 'Aa'

Date:

Objective(s):

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

- Recall how to hold, open and turn pages of a book with care.
- Recognise capital and small letter 'Aa' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, apple, pompoms, glue, tray, sand, textbook page 14

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'A'. Draw a big letter 'A' shape on the board. Say the name of letter and its sound; for example, it is letter 'A', 'A' for /a/. /a/, /a/. Ask students to sit in a circle. Bring letter card of letter 'A' and an apple in the class. Show the letter card 'A' to students and tell them it is letter 'A'. 'A' for 'apple'. /a/, /a/, /a/ 'apple'. Tell the students that an apple a day keeps us healthy and fit. It is a great blessing for us.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter A. ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'A' and 'a' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'A', 'a' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 14. Read the letter with sound. Tell student that this is letter 'A', 'a' and its sound is /a/, /a/, /a/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (ambulance) on the book and say /a/ "ambulance". Repeat the name several times, clearly and slowly "This is /a/ "ambulance". Ask students to say /a/ "ambulance", /a/ "ambulance" several times.

Second Period – Recognition

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

Ask students at random "Please show me the picture of ambulance on this page of textbook. Can you put finger on the "ambulance"?"

Third Period – Confirmation/Recall

Point to the first object "ambulance" and ask the students "What is this?". Appreciate them for their correct answers.

Continue with other objects (alligator, apricot, apple) as well. Once, all three objects have been named, review them last time by pointing towards each and say the name clearly and slowly by focusing on /a/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'A' and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'ambulance', 'alligator', 'apricot' and 'apple'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /a/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

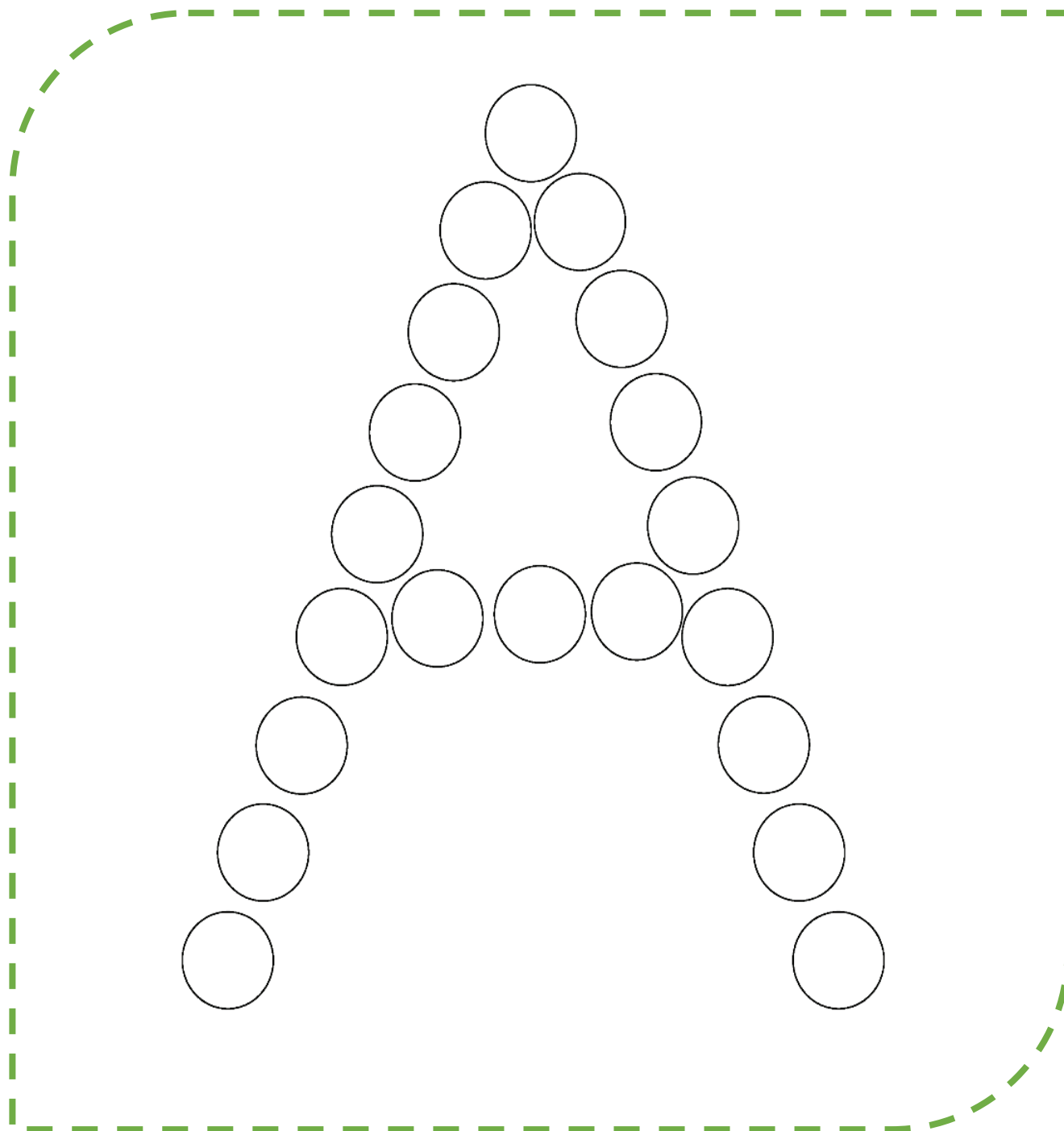
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 1 Periodic Unit: 1 Week: 4 Lesson Plan: 4
Unit Name: Topic: Identification Letter 'Aa' Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour an object of the letter 'a' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 15

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'alligator' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'alligator'. Trace a big letter 'A' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'apricot' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Aa' and place them between the circle. Throw a soft toy to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'apple'. Student will pick up the picture card for apple and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /a/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 15. Read the statement aloud. Ask students to tell what pictures they can see on page 15. Note their responses. Tell them that it is an apple and a cat. Now ask students to colour the picture that start with letter 'A'. ask them which picture start with 'A' sound. Praise them for correct answer. Tell them to colour the 'apple' neatly. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'A' and its sound. Read the names of objects on textbook page 17 by saying their names and initial letter sounds.

Assessment: (5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /a/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'A' on board using their fingers. Appreciate them for their correct answers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

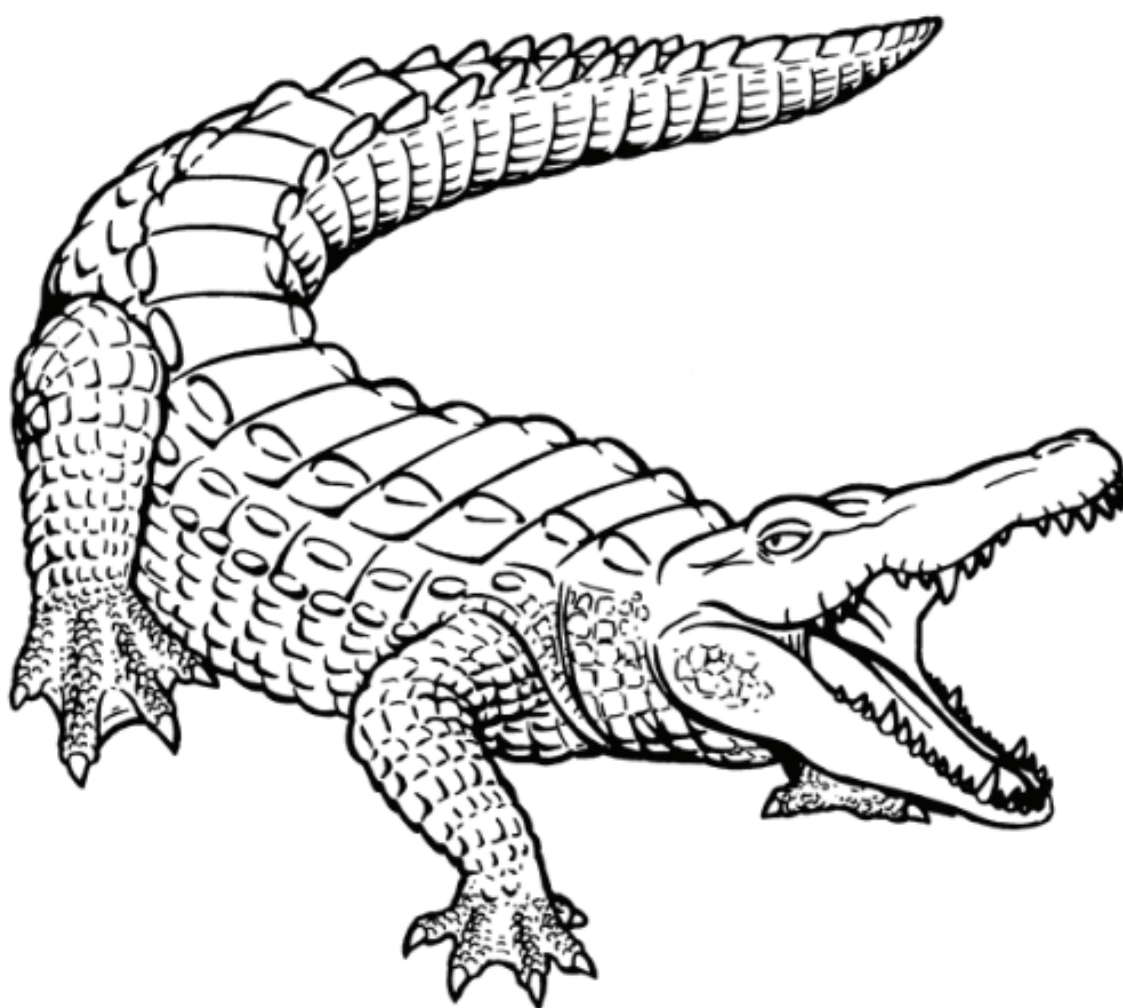
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the alligator green.



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

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

Unit Name: **Topic: Tracing Letter 'Aa'** **Date:**

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'a' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 15

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Bring a big letter card of the letter 'A' and 'a' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'A' and 'a' on the board. Tell students to write 'A', we draw two slanting lines that are joined to each other in on the top. Then, we join both slanting lines in the middle by drawing a horizontal line.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'A' and 'a'. Show some picture cards of letter 'A' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'A' on the board. Tell students to write 'A' we draw two slanting lines that are joined to each other in on the top. Then, we join both slanting lines in the middle by drawing a horizontal line. Ask students to follow your instructions. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'A' on board.

Activity:

Ask them to open their text books at page 15. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'A', 'a' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up: (3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'A' and 'a'. Once they find the block, encourage them to say name of an object that begins with /a/ sound. Appreciate them for their correct answers.

Assessment: (5 min)

Ask students to say the letter 'Aa' sound aloud three to four times. Hold the letter card of 'A' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they

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

can use their magic fingers to trace the letter 'Aa' on all sorts of fun places. Encourage students at random to draw letter 'A' on different places, for example, "Draw 'A' on your hand". "Draw 'A' on the floor". "Draw 'A' on your partner's back". "Draw 'A' on your cheek". "Draw 'A' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework:

(2 min)

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 A		40 min

Worksheet

Name: _____

Date: _____

Trace and write letter 'A' and 'a'.

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

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Unit Name:

Topic: Recognition Letter 'Bb'

Date:

Objective(s):

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

- Recall how to hold, open and turn pages of a book with care.
- Recognise capital and small letter 'Bb' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, balloon, pompoms, glue, tray, sand, textbook page 16

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'B'. Draw a big letter 'B' shape on the board. Say the name of letter and its sound; for example, it is letter 'B', 'B' for /b/. /b/, /b/. Ask students to sit in a circle. Bring letter card of letter 'B' and a balloon in the class. Show the letter card 'B' to students and tell them it is letter 'B'. 'B' for 'balloon'. /b/, /b/, /b/ 'balloon'. Tell the students that we can play with balloons. We use balloons for different games.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter B. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'B' and 'b' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them if need be. Encourage them to take turns and draw letter 'B', 'b' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 16. Read the letter with sound. Tell student that this is letter 'B', 'b' and its sound is /b/, /b/, /b/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (ball) on the book and say /b/ "ball". Repeat the name several times, clearly and slowly "This is /b/ "ball". Ask students to say /b/ "ball", /b/ "ball" several times.

Second Period – Recognition

Ask students at random "Please show me the picture of a ball on this page of textbook. Can you put finger on the "ball"?

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

Third Period – Confirmation/Recall

Point to the first object “ball” and ask the students "What is this?". Appreciate them for their correct answers.

Continue with other objects (bus, balloon, banana) as well. Once, all three objects have been named, review them last time by pointing to each and say the name clearly and slowly by focusing on /b/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet ‘B’ and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game ‘Guess who I am’ with students. Bring picture cards of ‘ball’, ‘bus’, ‘balloon’ and ‘banana’. Show each picture card to random students and say ‘Guess who I am’. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /b/.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

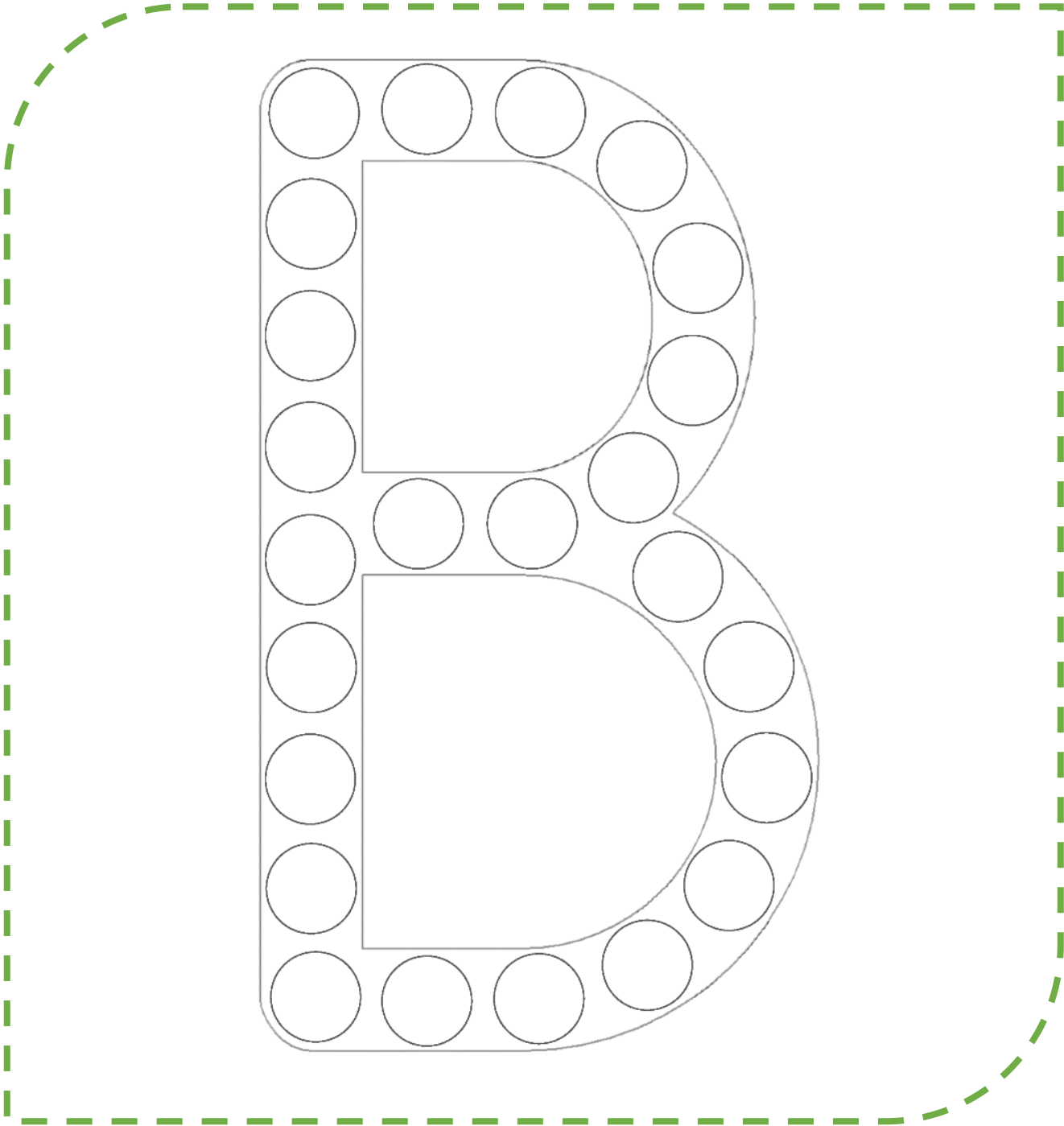
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 1

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name:

Topic: Identification Letter 'Bb'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Match objects of the letter 'b' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 17

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'bus' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'bus'. Trace a big letter 'B' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'banana' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Bb' and place them between the circle. bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a ball.' /b/, /b/, /b/ 'ball'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'bus'. Student will pick up the picture card for bus and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /b/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 16. Read the statement aloud. Ask students to tell what pictures they can see on page 17. Note their responses. Ask them to say the names of the pictures aloud. Ask students to say the names of pictures with their initial sounds like /a/ apple, /b/ balloon, /b/ banana, /a/ apple. Ask student to say the names and initial sounds four to five times. Now ask students to match the letter 'b' with pictures that begin with /b/ sound. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'B' and its sound. Read the names of objects on textbook page 17 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /a/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'A' on board using their fingers. Appreciate them for their correct answers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

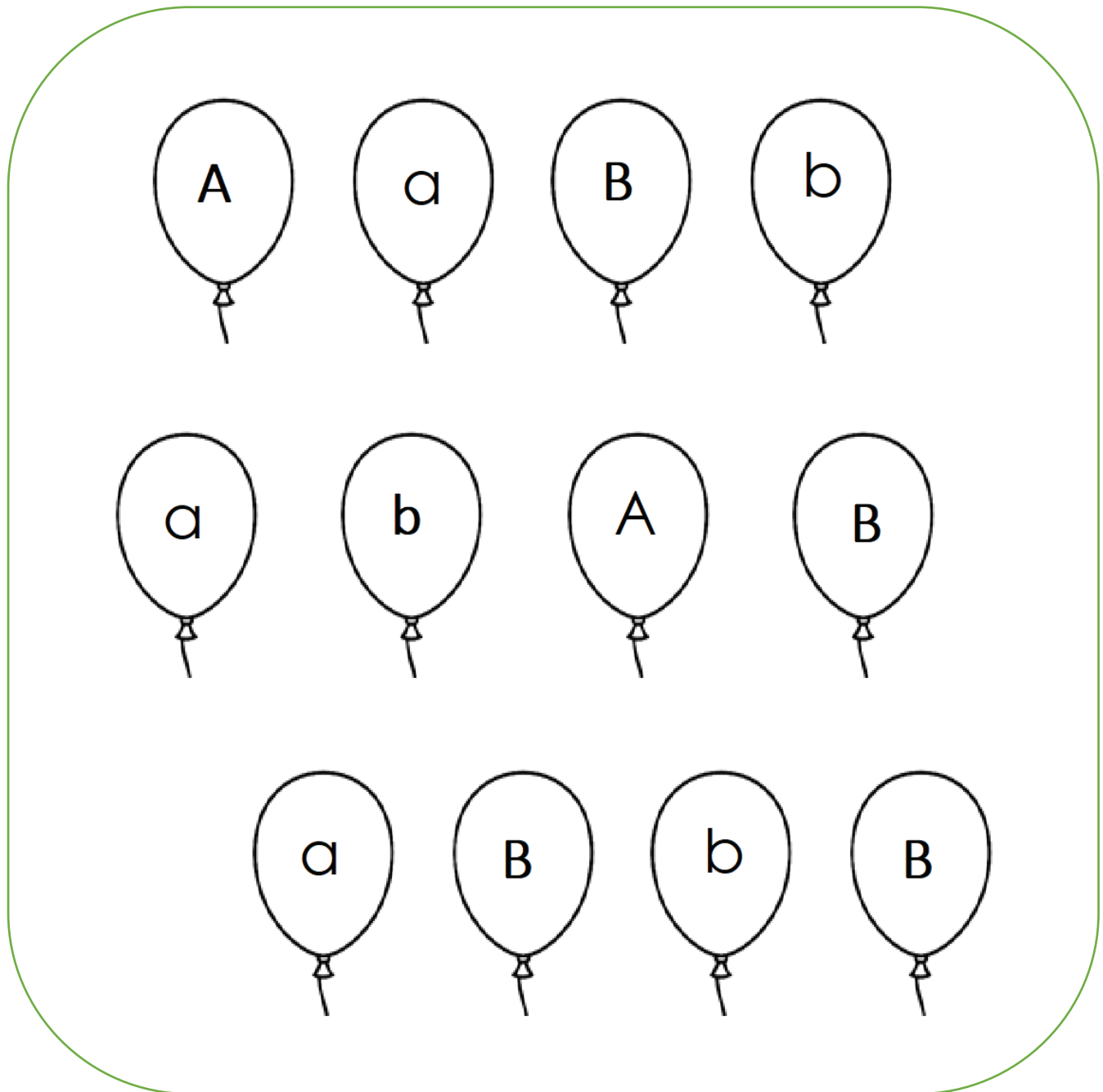
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the balloon with capital letter 'B'.



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

Term: 1 Periodic Unit: 1 Week: 5 Lesson Plan: 3
Unit Name: Topic: Tracing Letter 'Bb' Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Bb' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 17

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Bring a big letter card of the letter 'B' and 'b' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'B' and 'b' on the board. Tell students to write 'B', we draw a straight line first. Then, draw two big bellies to make letter 'B'. Trace letter 'B' along with explanation so that student can understand better.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'B' and 'b'. show some picture cards of letter 'B' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'B' on the board. Tell students to write 'B' we draw two slanting lines that are joined to each other in on the top. Then, we draw a straight line first. Then, draw two big bellies to make letter 'B'. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'B' on board.

Activity:

Ask them to open their text books at page 17. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'B', 'b' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up: (3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'B' and 'b'. Once they find the block, encourage them to say name of an object that begins with /b/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Bb' sound aloud three to four times. Hold the letter card of 'B' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Bb' on all sorts of fun places. Encourage students at random to draw letter 'B' on different places, for example, "Draw 'B' on your hand". "Draw 'B' on the floor". "Draw 'A' on your partner's back". "Draw 'B' on your cheek". "Draw 'B' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

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 A		40 min

Worksheet

Name: _____

Date: _____

Trace and write letter 'B' and 'b'.

The worksheet provides six rows for practicing the letter 'B' and 'b'. Each row includes a dotted uppercase 'B' and a dotted lowercase 'b' with numbered arrows indicating the correct stroke order. To the right of each pair is a set of empty lines with red starting dots for independent practice.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		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:

Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 2-8, picture cards (shapes), basket, colour pencils

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 should greet each other properly before starting a conversation. Call a student at random and encourage him/her to greet you. Respond to the greeting properly. Say some greetings for students. Make pair of students. Ask each pair to come in front of the class and greet each other using correct greetings. Appreciate them all for their active response.

Main Activities/Concept Building:

(25 min)

Tell students that it's your review class today.

Activity:

Ask students to open textbook page 3. Bring some picture cards of 'train', 'cat', 'clock', 'rain', and 'bell'. Ask students at random to say the sound of these objects loudly. Appreciate them for correct answers. Ask students at random to share some sounds from the environment.

Activity:

Bring some colour pencils in the classroom. Demonstrate the correct pencil holding posture. Tell them that first, they have to put their thumb and forefinger just above the come shaped part of the pencil. Second, let the pencil rest between their thumb and forefinger. Then, put their middle finger underneath for support. Ask student at random to pick a pencil and show you the correct pencil holding posture. Appreciate them for showing correct pencil-holding posture.

Activity:

Ask students at random to draw some vertical, horizontal, wavy and slant line on the board. Appreciate them for correct responses. Bring some picture cards of different shapes in the class and show it to students. Ask student to guess the shapes and say their name. Ask students at random to come in front of the class and draw some shapes on blackboard. Appreciate them all for correct answers by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by revising the concepts again.

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

Assessment: (5 min)

Ask students at random to share the name of their favourite colour. Ask them to share the name of an object with their favourite colour with fellow students. appreciate them for their answers.

Homework: (2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	Primer A		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:

Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 9-17, 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'.

Ask students at random to tell which colour they like the most. Ask them to share names of different object using their favourite colour. Appreciate them for their correct answer.

Ask students at random to share what poem they like the most. Ask them to recite their favourite poem for their class fellows. Make sure to involve all students. Appreciate the students by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that it's your review class today.

Activity:

Ask students to open their text books at page 11. Read the poem with correct pronunciation and have students read after you three or four times. Ask students to repeat the actions they have learnt previously in the class. Repeat the actions yourself if needed. Praise them for their correct responses.

Activity:

Bring previously used picture cards and place them on the board. Ask student at random to put the card on table in correct sequence. Appreciate them for their correct answers.

Activity:

Ask student at random to tell what is the difference between 'sky, grass and root' letters. Draw line on the board and encourage students to write sky, root and grass letters accordingly.

Activity:

Bring picture cards for letter 'Aa' and 'Bb' in class room and show it to students. Pick any card and ask students at random to say the name and initial sound of it. Appreciated them all by clapping for their correct answers.

Sum Up:

(3 min)

Sum up the lesson by revising previously learnt lessons.

Assessment:

(5 min)

Pick any picture card. Ask students at random to pick any other card with similar initial sound of letter.

Repeat the process with other student as well. Appreciate them all for their correct answers.

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

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

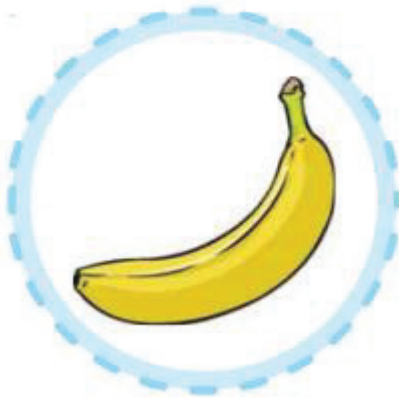
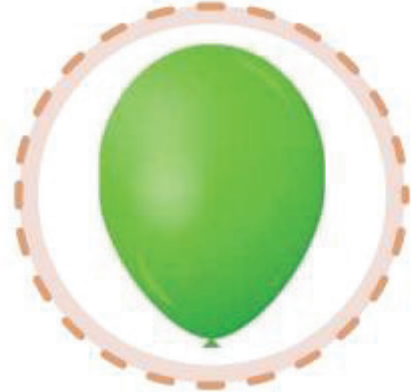
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

Worksheet

Name: _____

Date: _____

Trace and write letter 'Aa' and 'Bb'.

The handwriting practice area is enclosed in a green border and contains eight rows of tracing guides. The first four rows are for the letter 'Aa', and the next four rows are for the letter 'Bb'. Each row consists of a dotted uppercase letter and a dotted lowercase letter, followed by three sets of red dots indicating the starting point for writing. The letters are positioned on a set of three horizontal lines (top, middle, and bottom).

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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name:

Topic: letter 'Cc'

Date:

Objective(s):

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

- Recall how to hold, open and turn pages of a book with care.
- Recognise capital and small letter 'Cc' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, cup, pompoms, glue, tray, sand, textbook page 18

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'C'. Draw a big letter 'C' shape on the board. Say the name of letter and its sound; for example, it is letter 'C', 'C' for /c/. /c/, /c/. Ask students to sit in a circle. Bring letter card of letter 'C' and a cup in the class. Show the letter card 'C' to students and tell them it is letter 'C'. 'C' for 'cup'. /c/, /c/, /c/ 'cup'. Tell the students that we can use cups for drinking tea and milk.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'C'. ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'C' and 'c' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'C', 'c' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 18. Read the letter with sound. Tell student that this is letter 'C', 'c' and its sound is /c/, /c/, /c/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (cow) on the book and say /c/ "cow". Repeat the name several times, clearly and slowly "This is /c/ "cow". Ask students to say /c/ "cow", /c/ "cow" several times.

Second Period – Recognition

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

Ask students at random "Please show me the picture of ambulance on this page of textbook. Can you put finger on the "cow"?

Third Period – Confirmation/Recall

Point to the first object "cow" and ask the students "What is this?". Appreciate them for their correct answers.

Continue with other objects (cap, carrot, cup) as well. Once, all three objects have been named, review them last time by pointing towards each and say the name clearly and slowly by focusing on /c/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'C' and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'cow', 'carrot', 'cap' and 'cup'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /c/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

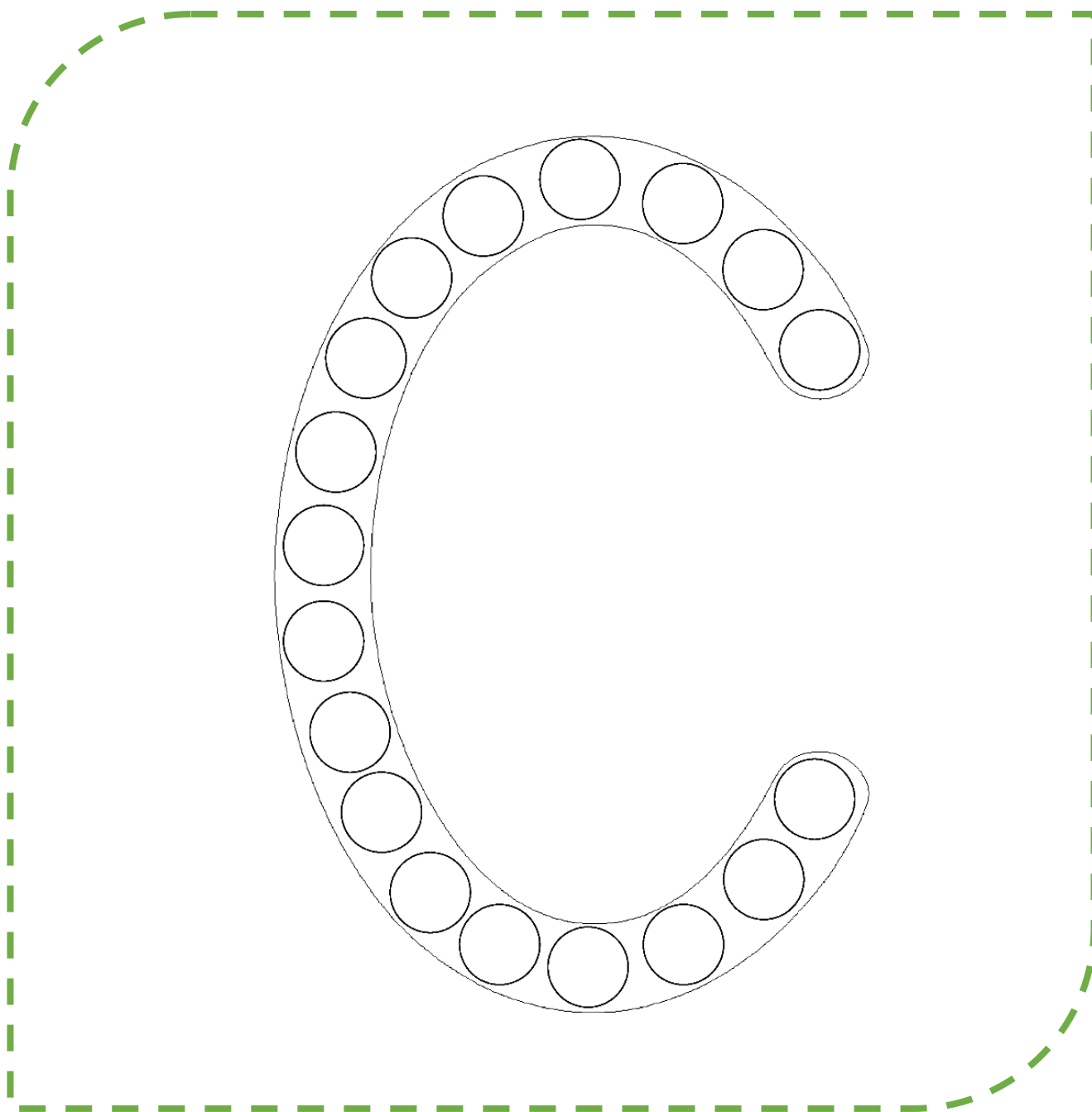
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Unit Name:

Topic: letter 'Cc'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour objects of the capital and small letter 'Cc' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 19

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'cow' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'cow'. Trace a big letter 'C' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'carrot' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Cc' and place them between the circle. Throw a soft toy to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'cow'. Student will pick up the picture card for apple and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /c/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 19. Read the statement aloud. Ask students to tell what picture they can see on page 19. Note their responses. Tell them that it is a carrot. Now ask students to colour the carrot that with letter 'C'. ask them which picture start with 'C' sound. Praise them for correct answer. Tell them to colour the 'carrot' neatly. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'C' and its sound. Read the names of objects on textbook page 18 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /c/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'C' on board using their fingers. Appreciate them for their correct answers.

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

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

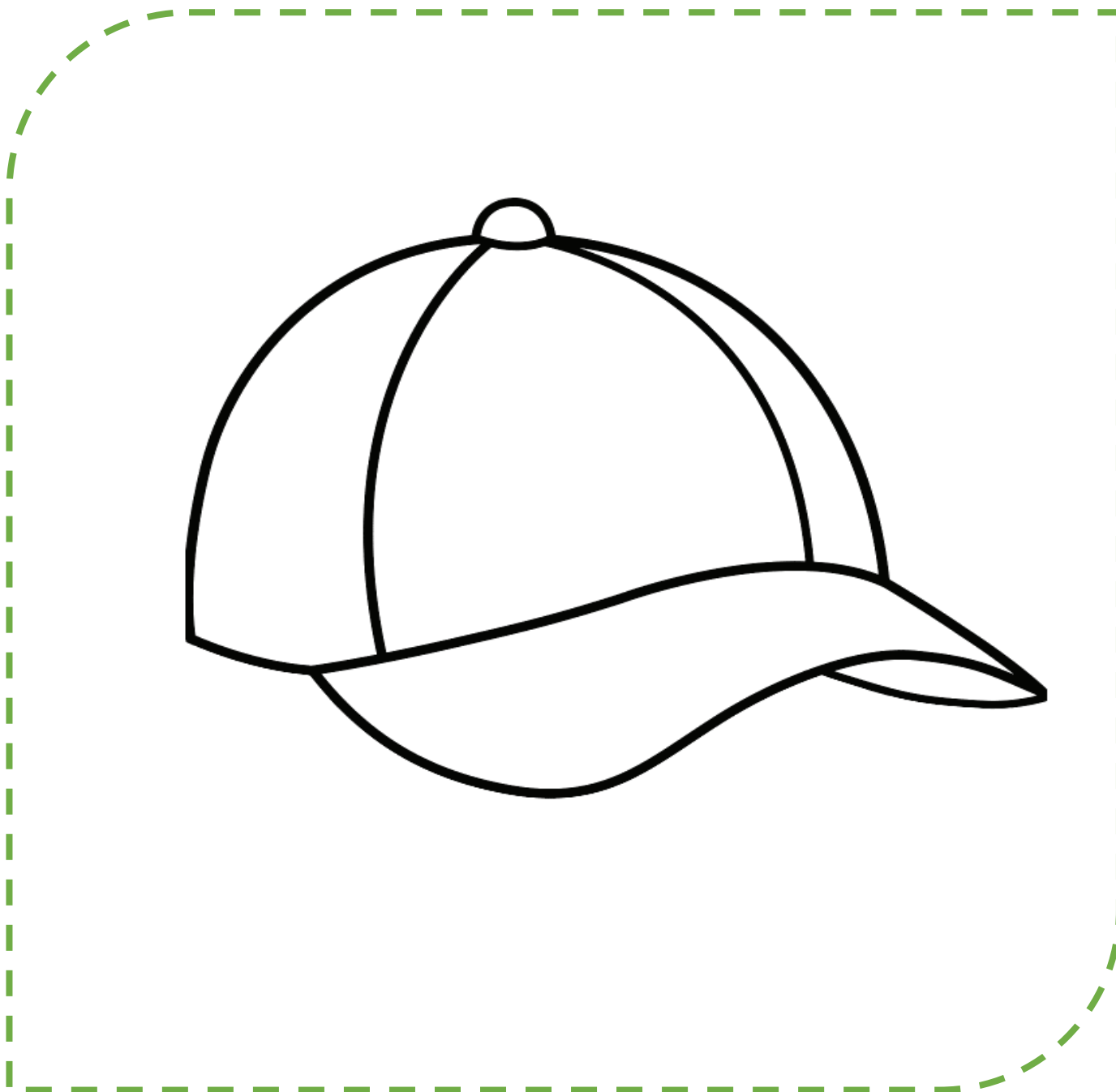
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the cap.



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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Unit Name:

Topic: letter 'Cc'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Cc' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 19

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'C' and 'c' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'C' and 'a' on the board. Tell students to write 'C', we draw a half circular shape to the left side on the top three lines.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'C' and 'c'. Show some picture cards of letter 'C' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'C' on the board. Tell students to write 'C', we draw a half circular shape to the left side on the top three lines. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'C' on board.

Activity:

Ask them to open their text books at page 19. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'C', 'a' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'C' and 'c'. Once they find the block, encourage them to say name of an object that begins with /c/ sound. Appreciate them for their correct answers.

Assessment:

(5 min)

Ask students to say the letter 'Cc' sound aloud three to four times. Hold the letter card of 'C' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Cc' on all sorts of fun places. Encourage students at random to draw letter 'C' on different places, for example, "Draw 'C' on your hand". "Draw 'C' on the floor". "Draw

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

'C' on your partner's back". "Draw 'C' on your cheek". "Draw 'C' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

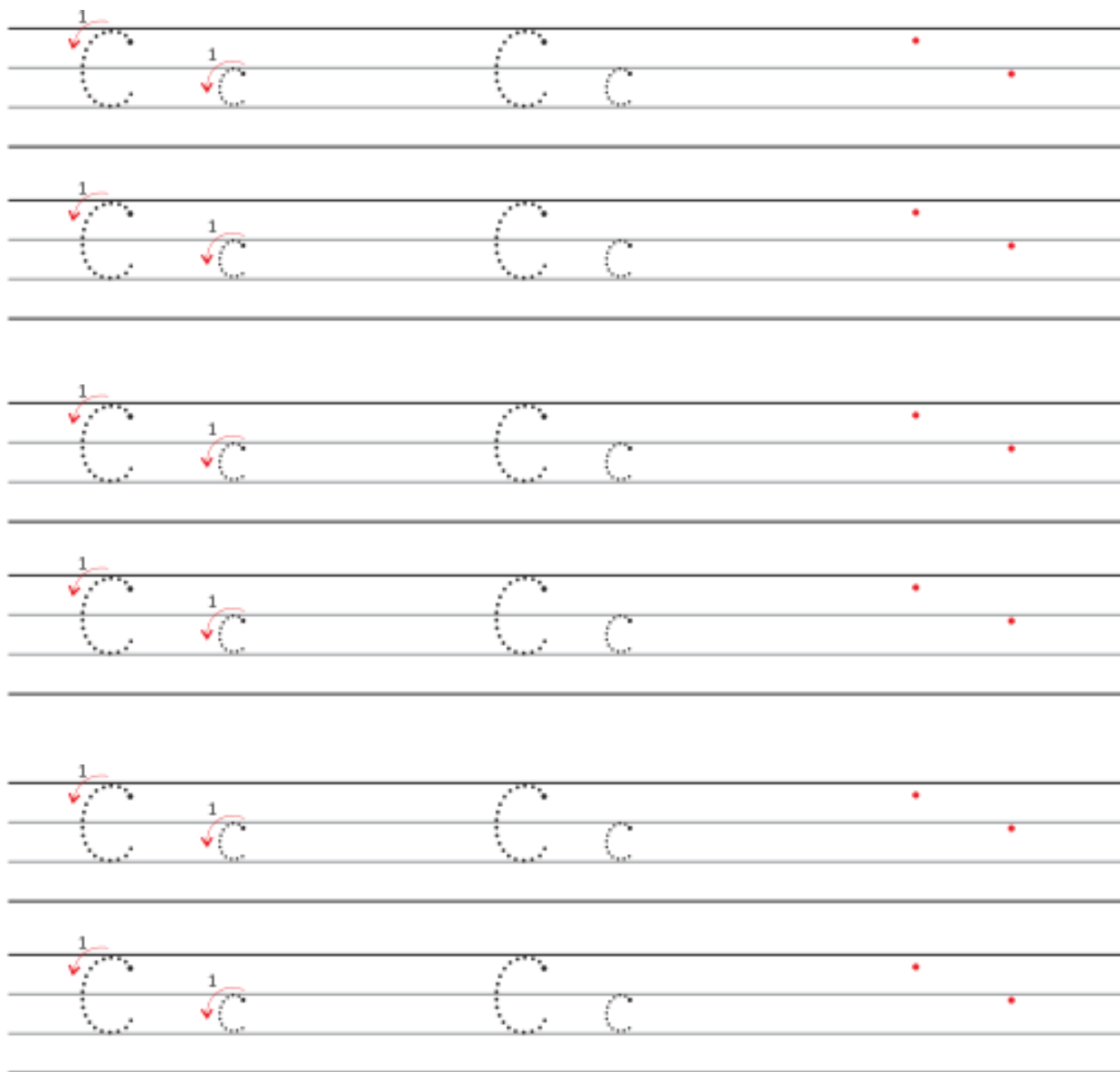
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Trace and write letter 'C' and 'c'.



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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Unit Name:

Topic: letter 'Dd'

Date:

Objective(s):

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

- Recognise capital and small letter 'Dd' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, dates, pompoms, glue, tray, sand, textbook page 20

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'D'. Draw a big letter 'D' shape on the board. Say the name of letter and its sound; for example, it is letter 'D', 'D' for /d/, /d/, /d/. Ask students to sit in a circle. Bring letter card of letter 'D' and a date in the class. Show the letter card 'D' to students and tell them it is letter 'D'. 'D' for 'balloon'. /b/, /b/, /b/ 'date'. Tell the students that dates are very healthy and nutritious for health.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'D'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'D' and 'd' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'D', 'd' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 20. Read the letter with sound. Tell student that this is letter 'D', 'd' and its sound is /d/, /d/, /d/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (date) on the book and say /d/ "date". Repeat the name several times, clearly and slowly "This is /d/ "date". Ask students to say /d/ "date", /d/ "date" several times.

Second Period – Recognition

Ask students at random "Please show me the picture of a 'date' on this page of textbook. Can you put finger on the "date"?

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

Third Period – Confirmation/Recall

Point to the first object “date” and ask the students "What is this?". Appreciate them for their correct answers. Continue with other objects (dove, dear, drum) as well. Once, all three objects have been named, review them last time by pointing to each and say the name clearly and slowly by focusing on /d/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet ‘D’ and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game ‘Guess who I am’ with students. Bring picture cards of ‘date’, ‘dove’, ‘dear’ and ‘drum’. Show each picture card to random students and say ‘Guess who I am’. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /d/.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

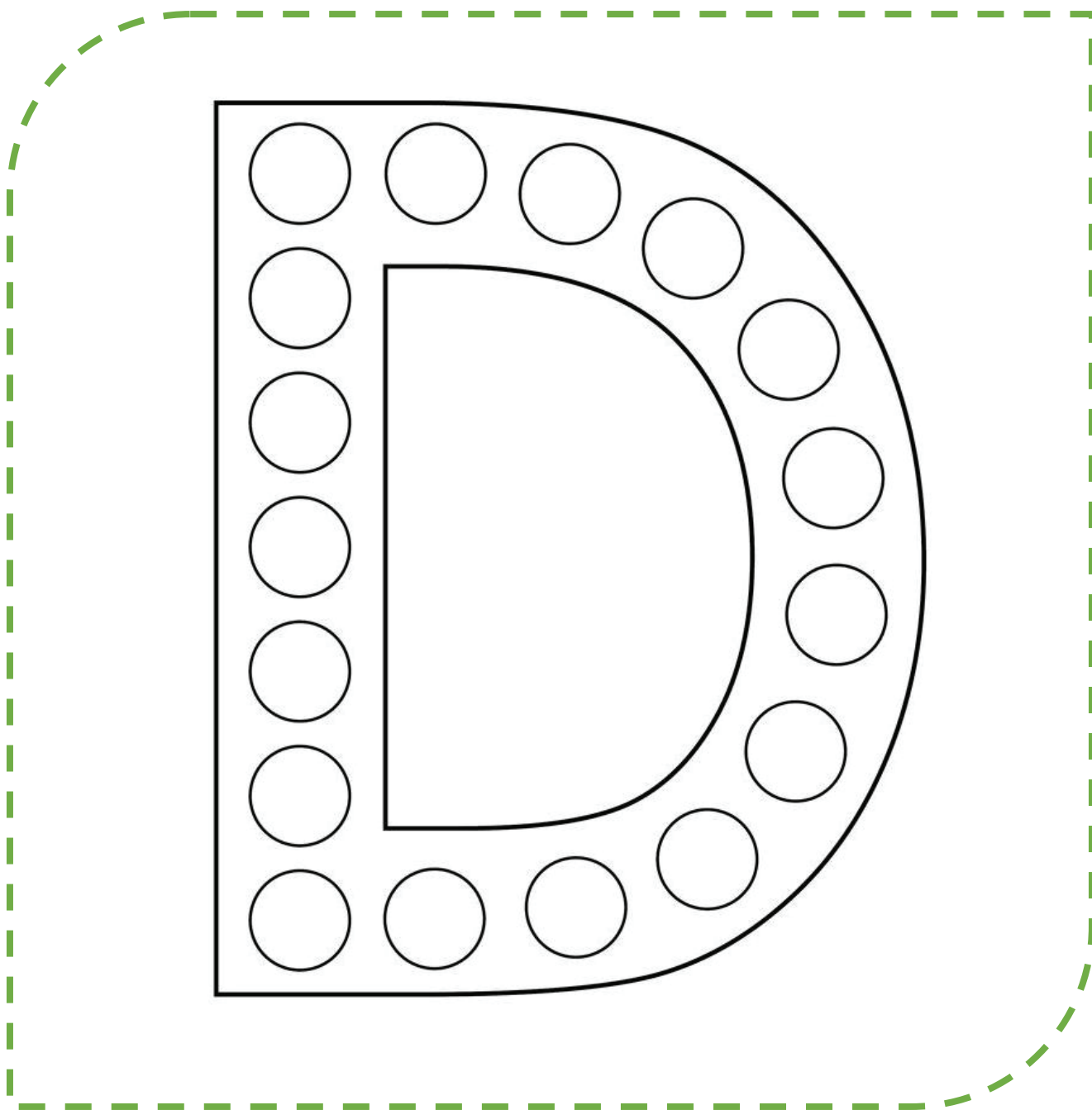
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 1 Periodic Unit: 2 Week: 1 Lesson Plan: 5
Unit Name: Topic: letter 'D' Date:

Objective(s):

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

- Hold a pencil correctly.
- Match objects of the capital letter 'D' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 21

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'date' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'date'. Trace a big letter 'D' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'drum' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Bb' and place them between the circle. bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a date.' /d/, /d/, /d/ 'date'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'drum'. Student will pick up the picture card for bus and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /d/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 21. Read the statement aloud. Ask students to tell what letters they can see on page 21. Note their responses. Ask them to say the names of the letters aloud. Ask students to say the names of letters with their initial sounds like A /a/, B /b/, C /c/. Ask student to say the names and initial sounds four to five times. Now ask students to colour the capital letter 'D'. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'D' and its sound. Read the names of objects on textbook page 20 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /d/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'D' on board using their fingers. Appreciate them for their correct answers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

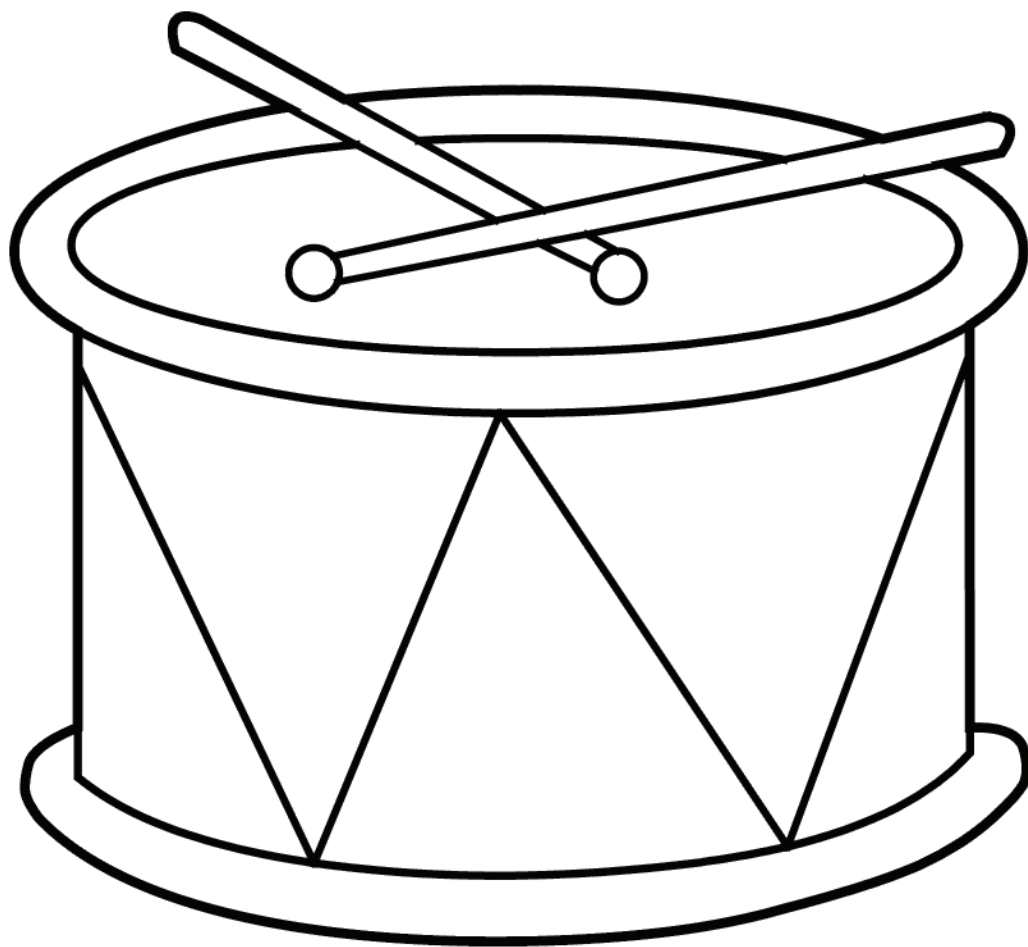
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the drum.



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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Unit Name:

Topic: letter 'Dd'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Dd' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 21

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'D' and 'd' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'D' and 'd' on the board. Tell students to write 'D', we draw a straight line first. Then, draw a half circle on the right side to make letter 'D'. Trace letter 'D' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'D' and 'd'. show some picture cards of letter 'D' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'D' on the board. Tell students to write 'D' we draw two slanting lines that are joined to each other in on the top. Then, we draw a straight line first. Then, draw two big bellies to make letter 'D'. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'D' on board.

Activity:

Ask them to open their text books at page 21. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'D', 'd' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'D' and 'd'. Once they find the block, encourage them to say name of an object that begins with /d/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Dd' sound aloud three to four times. Hold the letter card of 'D' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Dd' on all sorts of fun places. Encourage students at random to draw letter 'D' on different places, for example, "Draw 'D' on your hand". "Draw 'D' on the floor". "Draw 'D' on your partner's back". "Draw 'D' on your cheek". "Draw 'D' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

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 A		40 min

Worksheet

Name: _____

Date: _____

Trace and write letter 'D' and 'd'.

The worksheet provides six rows of handwriting practice for the letter 'D' and 'd'. Each row includes a dotted uppercase 'D' and a dotted lowercase 'd' with numbered arrows indicating the correct stroke order. To the right of each pair are two empty dotted letters for tracing, followed by two red dots for independent writing practice.

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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Unit Name:

Topic: letter 'Ee'

Date:

Objective(s):

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

- Recognise capital and small letter 'Ee' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, envelope, pompoms, glue, tray, sand, textbook page 22

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'E'. Draw a big letter 'E' shape on the board. Say the name of letter and its sound; for example, it is letter 'E', 'E' for /e/. /e/, /e/. Ask students to sit in a circle. Bring letter card of letter 'E' and an envelope in the class. Show the letter card 'E' to students and tell them it is letter 'E'. 'E' for 'envelope'. /e/, /e/, /e/ 'envelope'. Tell the students that we can use envelopes to put money, letters or card. We use make envelopes by ourselves as well.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter E. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'E' and 'e' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'E', 'e' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 22. Read the letter with sound. Tell student that this is letter 'E', 'e' and its sound is /e/, /e/, /e/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (envelope) on the book and say /e/ " envelope". Repeat the name several times, clearly and slowly "This is /e/ " envelope ". Ask students to say /e/ " envelope", /e/ " envelope" several times.

Second Period – Recognition

Ask students at random "Please show me the picture of an envelope on this page of textbook. Can you put finger on the "envelope"?"

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

Third Period – Confirmation/Recall

Point to the first object “envelope” and ask the students "What is this?". Appreciate them for their correct answers.

Continue with other objects (ear, eggplant, earth) as well. Once, all three objects have been named, review them last time by pointing to each and say the name clearly and slowly by focusing on /e/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet ‘E’ and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game ‘Guess who I am’ with students. Bring picture cards of ‘envelope’, ‘ear’, ‘eggplant’ and ‘earth’. Show each picture card to random students and say ‘Guess who I am’. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /e/.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

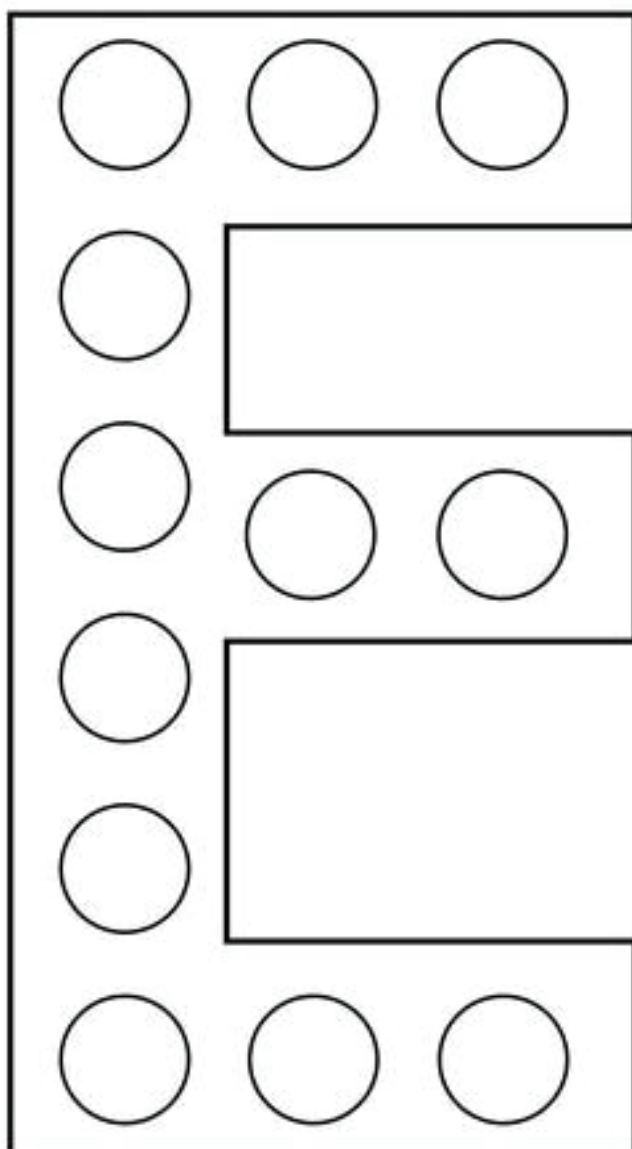
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 3

Unit Name:

Topic: letter 'Ee'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour the objects of the letter 'Ee' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 23

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'envelope' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'envelope'. Trace a big letter 'E' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'ear' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Ee' and place them between the circle. bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is an envelope' /e/, /e/, /e/ 'envelope'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'envelope'. Student will pick up the picture card for envelope and show to you and class fellows.

Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /e/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 23. Read the statement aloud. Ask students to tell what picture they can see on page 23. Note their responses. Ask them to say the name of the pictures aloud. Ask students to say the names of pictures with their initial sounds like /e/ elephant. Ask student to say the name and initial sound four to five times. Now ask students to colour the elephant with letter 'E'. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'E' and its sound. Read the names of objects on textbook page 23 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /e/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'E' on board using their fingers. Appreciate them for their correct answers.

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

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

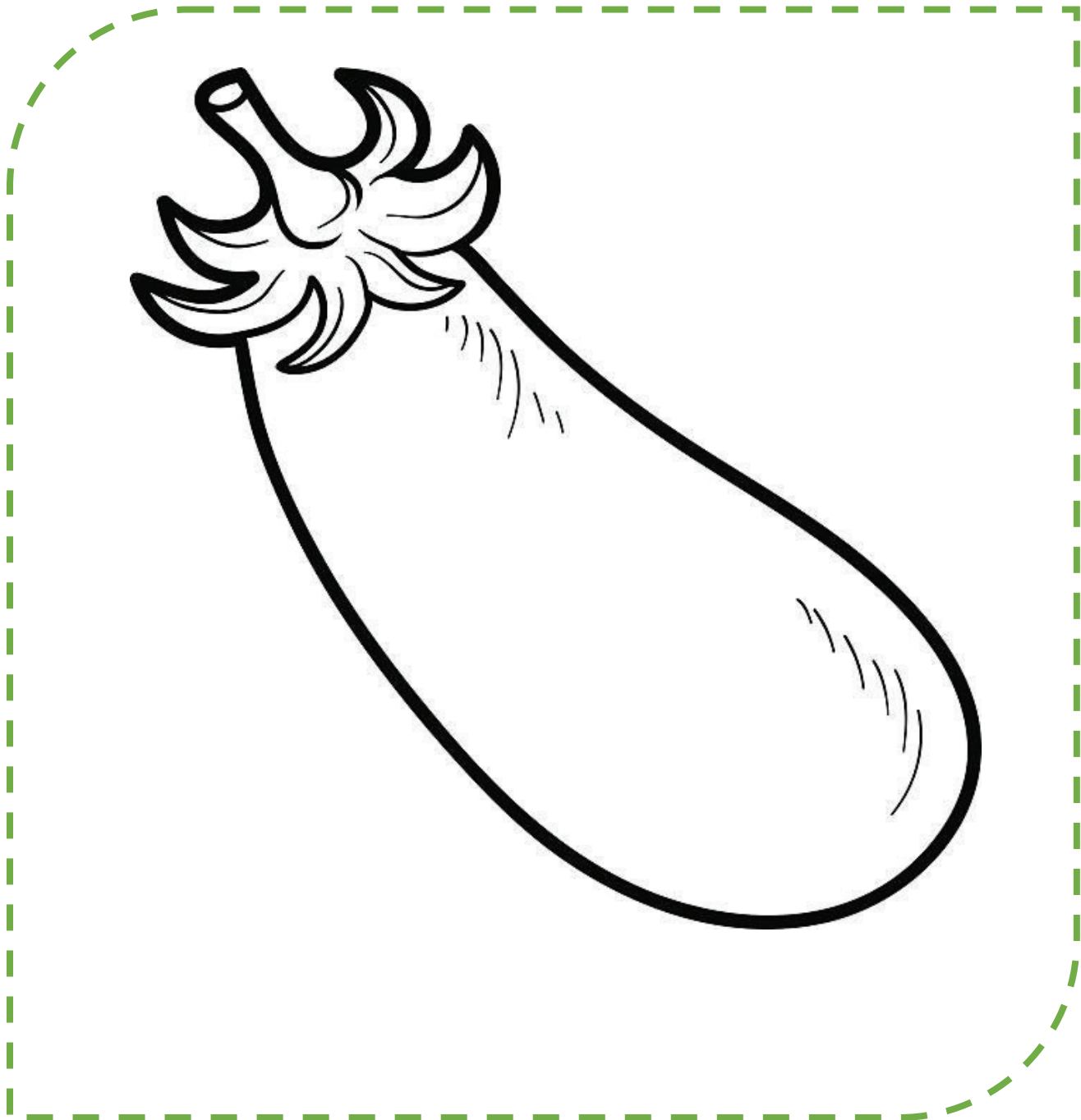
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the eggplant.



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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 4

Unit Name:

Topic: letter 'Ee'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Ee' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 23

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'E' and 'e' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'E' and 'e' on the board. Tell students to write 'E', we draw a straight line first. Then, draw three horizontal lines to right side attached with straight line. Trace letter 'E' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'E' and 'e'. show some picture cards of letter 'E' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'E' on the board. Trace the letter 'E' and 'e' on the board. Tell students to write 'E', we draw a straight line first. Then, draw three horizontal lines to right side attached with straight line. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'E' on board.

Activity:

Ask them to open their text books at page 23. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'E', 'e' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'E' and 'e'. Once they find the block, encourage them to say name of an object that begins with /e/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Ee' sound aloud three to four times. Hold the letter card of 'E' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Ee' on all sorts of fun places. Encourage students at random to draw letter 'E' on different places, for example, "Draw 'E' on your hand". "Draw 'E' on the floor". "Draw 'e' on your partner's back". "Draw 'E' on your cheek". "Draw 'E' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

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 A		40 min

Worksheet

Name: _____

Date: _____

Trace and write letter 'E' and 'e'.

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

Term: 1 Periodic Unit: 2 Week: 2 Lesson Plan: 5
Unit Name: Topic: letter 'Ff' Date:

Objective(s):

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

- Recall how to hold, open and turn pages of a book with care.
- Recognise capital and small letter 'Ff' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, flower, pompoms, glue, tray, sand, textbook page 24

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'F'. Draw a big letter 'F' shape on the board. Say the name of letter and its sound; for example, it is letter 'F', 'F' for /f/, /f/, /f/. Ask students to sit in a circle. Bring letter card of letter 'F' and a flower in the class. Show the letter card 'F' to students and tell them it is letter 'F'. 'F' for 'flower'. /f/, /f/, /f/ 'flower'. Tell the students that flowers are lovely and can be found in many colour. Fragrance of flowers are very pleasing.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'F'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'F' and 'f' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'F', 'f' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 24. Read the letter with sound. Tell student that this is letter 'F', 'f' and its sound is /f/, /f/, /f/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (flag) on the book and say /f/ "flag". Repeat the name several times, clearly and slowly "This is /f/ " flag ". Ask students to say /f/ " flag", /f/ " flag" several times.

Second Period – Recognition

Ask students at random "Please show me the picture of a flag on this page of textbook. Can you put finger on the "flag"?

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

Third Period – Confirmation/Recall

Point to the first object “flag” and ask the students "What is this?". Appreciate them for their correct answers.

Continue with other objects (fox, flower, frog) as well. Once, all three objects have been named, review them last time by pointing to each and say the name clearly and slowly by focusing on /f/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet ‘B’ and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game ‘Guess who I am’ with students. Bring picture cards of ‘flag’, ‘fox’, ‘flower’, ‘frog’. Show each picture card to random students and say ‘Guess who I am’. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /f/.
/.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

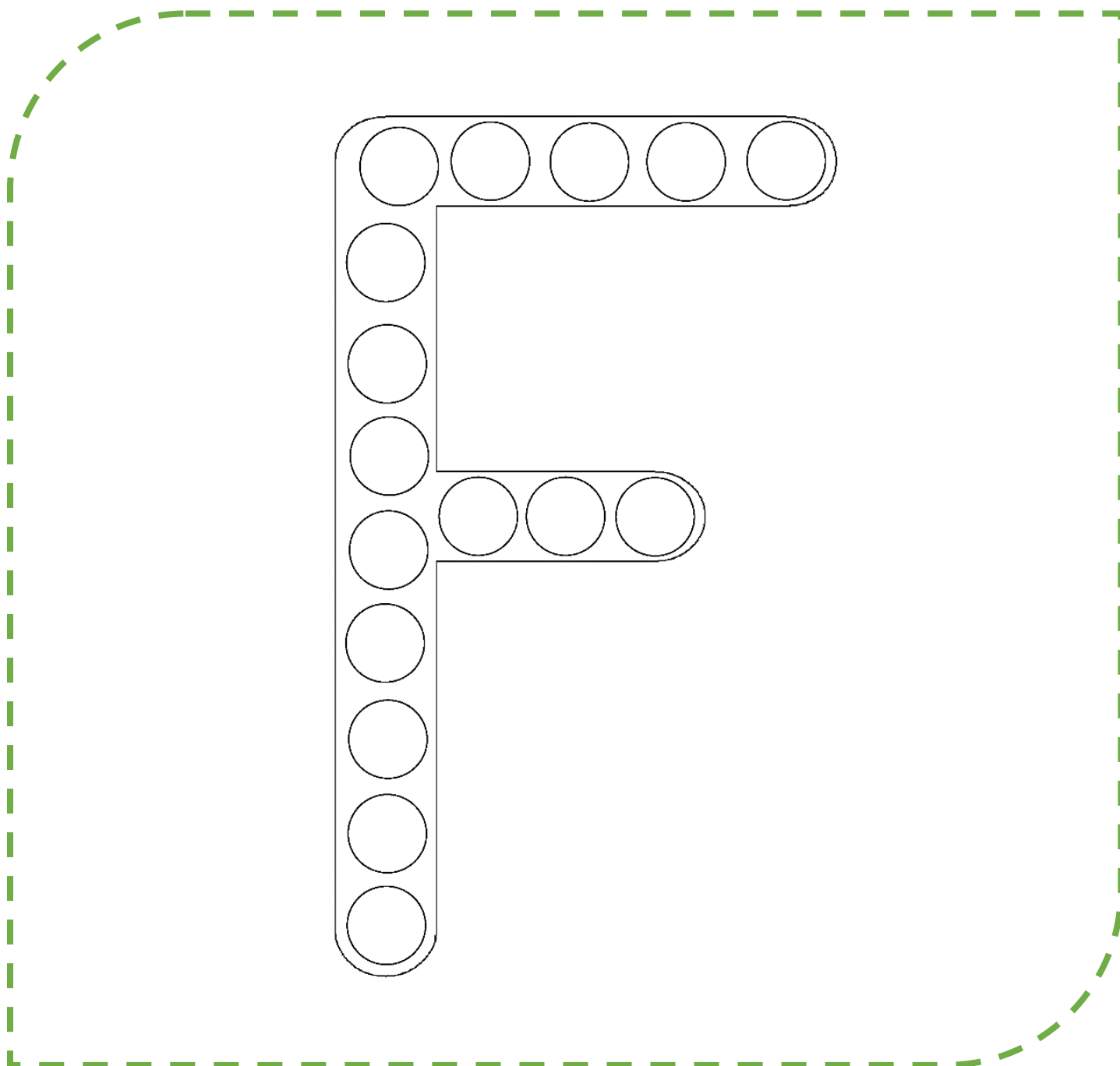
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 1

Unit Name:

Topic: letter 'Ff'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Circle objects of the letter 'F' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 25

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'flag' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'flag'. Trace a big letter 'F' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'flower' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Ff' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a flower.' /b/, /b/, /b/ 'ball'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'frog'. Student will pick up the picture card for 'frog' and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /f/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 25. Read the statement aloud. Ask students to tell what picture they can see on page 25. Note their responses. Ask them to say the name of the picture aloud. Ask students to say the name of picture with their initial sounds like /f/ flower. Ask student to say the names and initial sounds four to five times. Now ask students to circle the 'flowers' that have letter 'F' written on them. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'F' and its sound. Read the names of objects on textbook page 25 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /f/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'F' on board using their fingers. Appreciate them for their correct answers.

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

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

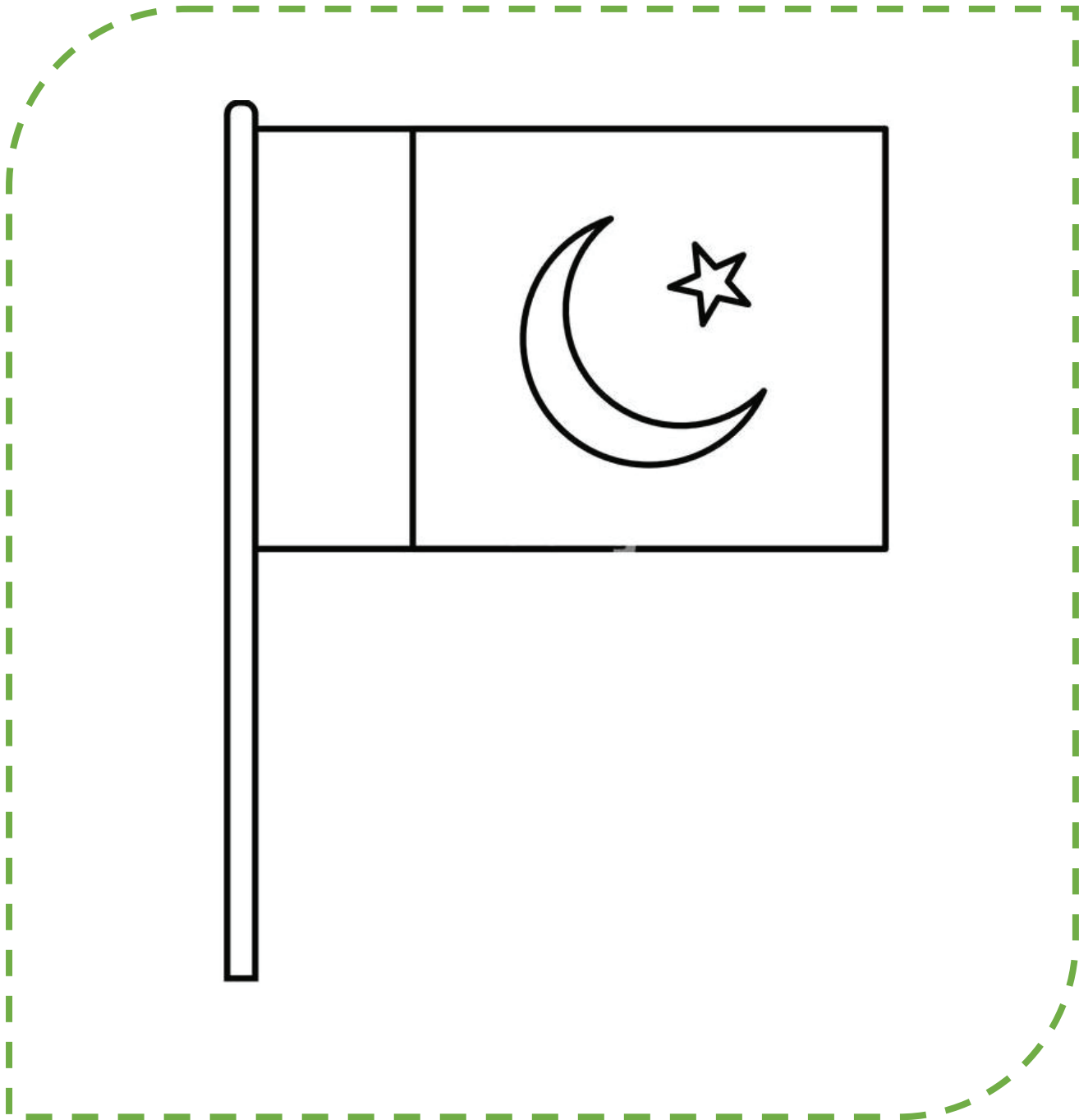
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the flag.



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

Term: 1 Periodic Unit: 2 Week: 3 Lesson Plan: 2
Unit Name: Topic: letter 'Ff' Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Ff' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 25

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'F' and 'f' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'F' and 'f' on the board. Tell students to write 'F', we draw a straight line first. Then, draw two horizontal lines to right hand side to make letter 'F'. Trace letter 'F' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'F' and 'f'. Show some picture cards of letter 'F' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'F' on the board. Tell students to write 'F', we draw a straight line first. Then, draw two horizontal lines to right hand side to make letter 'F'. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'F' on board.

Activity:

Ask them to open their text books at page 25. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'F', 'f' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'F' and 'f'. Once they find the block, encourage them to say name of an object that begins with /f/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'F' sound aloud three to four times. Hold the letter card of 'F' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'F' on all sorts of fun places. Encourage students at random to draw letter 'F' on different places, for example, "Draw 'F' on your hand". "Draw 'F' on the floor". "Draw 'F' on your partner's back". "Draw 'F' on your cheek". "Draw 'F' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

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 A		40 min

Worksheet

Name: _____

Date: _____

Trace and write letter 'F' and 'f'.

The worksheet provides six rows of handwriting practice for the letter 'F' and 'f'. Each row includes a dotted letter with numbered stroke order arrows, a dotted letter for tracing, and a blank space with a red starting dot for independent practice.

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

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

Objective(s):

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

Review 1

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 26, 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'.

Ask students to sit in a circle. Show a picture card of a 'cow' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'cow'. Then, show a picture card of a 'deer' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'deer'. Show picture card of 'flower', 'eggplant' etc. to students and repeat the process with other students. Make sure to involve all students in the activity. Appreciate them all by clapping for them to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'C' and place them between the circle. Throw a soft toy to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'Cow'. Student will pick up the picture card for 'Cow' and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Now bring picture cards for letter 'A', 'B', 'C', 'D', 'E', 'F' and repeat the process with other students as well. Praise them for their correct answers. Ask them to open textbook page 26 and read the alphabets aloud with correct pronunciation.

Activity:

Ask students to open their textbooks at page 26. Read the statement aloud. Read the words aloud with correct pronunciation focusing on the initial sounds of the words. Show them the picture cards of 'frog', 'date', 'cup', and 'deer'. Ask them to guess the names and say the initial sound for each picture card. Now encourage them to tick the word which had initial sound of letter 'C'. appreciate them for their correct answer.

Ask students to look at the pictures carefully at page 26. Ask them to guess the names and encourage them to say the names aloud. Ask them to share the initial sound of each picture. Appreciate them for their correct answers. Read the statement and ask students to say two to three sentences about the pictures. Praise them for correct answer. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'a', 'b', 'c', 'd', 'e' and 'f' and its sound.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /d/ and /f/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'a', 'b', 'c', 'd', 'e' and 'f' on board using their fingers. Appreciate them for their correct answers.

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

Term: 1 Periodic Unit: 2 Week: 3 Lesson Plan: 4
Unit Name: Topic: Review Date: _____

Objective(s):

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

Review 1

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 27, picture cards, letter cards, alphabet blocks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter cards of the letter 'a' to 'f' in the class and paste them on the board. Ask the students to name them and pronounce their sound. Draw big letters 'A', 'B', 'C', 'D', 'E' and 'F' on the board. Tell students how to write each letter by demonstrating the writing pattern for each alphabet.

Main Activities/Concept Building: (27 min)

Show some picture cards of letter 'A' to 'F' to students and ask them to say their names. Ask student so open their textbooks at page 27 and tell the names of pictures they can see. Ask them to say the names aloud and share their initial sounds. Ask them to match the pictures with correct letters. Appreciate them for correct answers.

Activity:

Tell the students that today they are going to trace the letters 'Aa' to 'Ff'. Ask them to open their text books at page 27. Read the statement. Ask students to say the letters and pronounce its sound aloud. Tell them that they are going to trace letters in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks. Once they have traced the first row, ask them to continue with the next line. After tracing the first line, encourage students to trace the next line independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up: (3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with different letters. Once they find the block, encourage them to say name of an object that begins with these letter sound. Appreciate them for their correct answers.

Assessment: (5 min)

Ask students to say the letters sound aloud three to four times. Ask students at random to come in front of the class and write letters on board with correct pencil holding posture.

Homework: (0 min)

N/A

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

Term: 1 Periodic Unit: 2 Week: 3 Lesson Plan: 5
Unit Name: Topic: Poem Date:

Objective(s):

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

Read poem with actions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 28

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Make students sit in a circle. Ask students at random if they like poems. Ask them to tell which poem they like the most. Tell them that today we are going to learn a poem. Paste pictures of poem characters on the board and discuss them with students.

Main Activities/Concept Building: (25 min)

Tell students that today we are going to read a poem 'Two Little Birds'. Ask them to open textbook page 28. Ask them to look at the given picture of the poem carefully. Read the title of the poem aloud and ask student to repeat after you.

Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat:

Two little dicky birds sitting on a wall;
One named Peter, one named Paul!

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line after you and performs the actions. Read the lines twice and ask students to repeat the action. Read the second line and ask students to wiggle their fingers. Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

Sum Up: (3 min)

Read the poem again and ask students to repeat after you 3-4 times.

Assessment: (5 min)

Read the poem and ask student to perform the actions according to the poem. Appreciate them for their correct responses.

Homework: (2 min)

Read the poem on textbook page 28 at home with correct pronunciation and intonation.

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

Picture Cards



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

Term: 1 Periodic Unit: 2 Week: 4 Lesson Plan: 1
Unit Name: Topic: Review Date:

Objective(s):

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

Recite Poem with actions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 28

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make students sit in a circle. Ask students at random if they like poems. Ask them to tell if they learned the poem 'Two Little Birds' at home. Ask them to read the poem aloud with correct pronunciation. Paste pictures of poem characters on the board and discuss them with students.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read a poem 'Two Little Birds'. Ask them to open textbook page 28. Ask them to look at the given picture of the poem carefully. Read the title of the poem aloud and ask student to repeat after you.

Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat:

Two little dicky birds sitting on a wall;
One named Peter, one named Paul!
Fly away Peter! Fly away Paul!
Come back Peter! Come back Paul!

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line after you and performs the actions. Read the lines twice and ask students to repeat the action. Read the second line and ask students to wiggle their fingers. Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions. Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

Sum Up:

(3 min)

Read the poem again and ask students to repeat after you 3-4 times.

Assessment:

(5 min)

Read the poem and ask student to perform the actions according to the poem. Appreciate them for their correct responses.

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

Homework: (2 min)

Read the poem on textbook page 28 at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1 Periodic Unit: 2 Week: 4 Lesson Plan: 2
Unit Name: Topic: Talk about family Date:

Objective(s):

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

- Talk about your family.
- Paste pictures of family members.

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, basket, candies, colour paint

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

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

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

Make sure to have warm and welcoming behavior to make students comfortable. Now introduce yourself to students. Tell them that you are their friend and now they are like a family. Introduce yourself and tell students your name. Tell them that they are going to learn interesting things and they will have fun together.

Main Activities/Concept Building: (25 min)

Tell students that they are going to have so much fun. Have students sit in a circle. Help them to sit properly. Put some candies in a basket and place the basket in the center. Ask student at random to pick up a candy and eat it. Then encourage student to share his/her name with everyone. Ask them to share their family members and their names with fellow students as well. Appreciate student by clapping to boost his/her confidence. Pass the bowl to another student at random ask him/her to take a candy and eat it. Ask him/her to share the name and family details as well.

Repeat the process with every student. Make sure to involve all students in activity. Try to make students friendly and comfortable with you during the activity.

Activity:

Tell students that today they are going to do a fun activity. Ask them to open textbook page 29. Ask them to decorate the tree by pasting their family photographs on the given space. Encourage them to paste the pictures. Help them in pasting the pictures one by one. Praise them all. Appreciate them by clapping for them to boost their confidence.

Sum Up: (3 min)

Sum up the lesson by telling them your name one more time and tell them about your family as well. Draw stars on their faces (cheeks) using colour paint.

Assessment: (5 min)

Now ask each student show their family tree to fellow students by coming in front of the class.

Homework: (0 min)

N/A

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

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Unit Name:

Topic: Names of Colours

Date:

Objective(s):

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

Recognise the names of colours.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, textbook pages 30, basket, cups, colourfull beads, tongs/tweezer

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 student that we are going to play a fun game. Bring a basket full of colour full beads in the class and place it on the table. Ask students at random to pick at least three beads of same colour with the help of tweezer and put them in a cup. Ask another student at random and ask him/her to collect beads of any other colour with the help of tweezers and put them in a separate cup. Repeat the process with other students as well. Appreciate them all for their correct answers.



Main Activities/Concept Building:

(25 min)

Tell students that today we are going to learn some colour names. Ask them to open textbook page 30. Ask students to look at the given colour pictures carefully and guess their names. Now bring colour pencils and take out red, yellow and purple or any colour one by one. Hold the colour in your hand and raise it high. Ask students which colour is this? Note their responses. Tell students that this is red colour. Ask them to share the name of an object with colour red. Appreciate them for their correct answers. Make sure to involve all students in activity. Repeat the process for all the colours as well. Appreciate them by clapping to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by revising the colour names.

Assessment:

(5 min)

Place some pencil colours on table and ask students at random to pick the pencil of colour you asked for. Appreciate them for correct answers.

Homework:

(2 min)

Learn the colour names with spellings at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1 Periodic Unit: 2 Week: 4 Lesson Plan: 4
Unit Name: Topic: Names of Colours Date:

Objective(s):

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

- Talk about name of colours in surrounding.
- Identify the names of colours.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, textbook pages 31, basket, cups, colourfull pom pom,

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

Tell student that we are going to play a fun game. Bring a basket full of colour full pompom in the class and place it on the table. Ask students at random to pick pompoms of same colour and put them in a cup. Ask another student at random and ask him/her to collect pompoms of any other colour and put them in a separate cup. Repeat the process with other students as well. Appreciate them all for their correct answers.



Main Activities/Concept Building:

(23 min)

Tell students that today we are going to learn some other colour names. Ask them to open textbook page 31. Ask students to look at the pictures carefully and guess their names. Ask students 'what is this?' and note their responses. Such as; 'this is a rose', 'this is an orange' etc. Now bring colour pencils and take out green, red, yellow and orange colours. Hold the red colour in your hand and raise it high. Ask students which colour is this? Note their responses. Tell students that this is red colour. Ask them to point towards an object in their textbooks which should be coloured red. Note their responses. Appreciate them for their correct answers. Ask them to colour the objects neatly in designated space. Appreciate them by clapping to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by revising the colour names.

Assessment:

(5 min)

Place picture cards on table and ask students at random to pick the card of colour you asked for. Appreciate them for correct answers. Encourage students to share the names of some other objects with similar colours. Such as yellow sun, orange flower, green tree, blue car, blue sky etc.

Homework:

(2 min)

Learn the colour names at home.

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

Term: 1 Periodic Unit: 2 Week: 4 Lesson Plan: 5
Unit Name: Topic: Names of Colours Date:

Objective(s):

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

Write the names of colours.

Resource Material:

Chalk/Marker, White/Blackboard, pencil colours, picture card, textbook page 31

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'.

Place some pencil on table and ask students at random to pick a pencil of colour you asked for. Appreciate them for correct answers. Encourage students to share the names of some other objects with similar colours. Such as yellow: sun, suck, flower etc. Encourage students at random to share their favourite colours. Ask them the reason of their likeness as well.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to write names of colours. Ask them to open their textbooks at page 31. Read the statement aloud. Ask students to look at the given pictures carefully. Ask them to guess the names of colours of each picture. Appreciate them all for their correct guesses. Write the names of colours on board and ask students to write them in their notebooks. Ask them to complete their work in neat hand writing. Ask students at random to show you the colour of your choice using his/her pencil colours. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Sum up the lesson by revising the names of colours.

Assessment:

(5 min)

Ask students to share the spellings of colour names with fellow students.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Unit Name:

Topic: Letter 'Gg'

Date:

Objective(s):

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

- Recall how to hold, open and turn pages of a book with care.
- Recognise capital and small letter 'Gg' and its s with the help sound of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, grass, pompoms, glue, tray, sand, textbook page 32

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'G'. Draw a big letter 'G' shape on the board. Say the name of letter and its sound; for example, it is letter 'B', 'B' for /b/. /b/, /b/. Ask students to sit in a circle. Bring letter card of letter 'G' and some grass in the class. Show the letter card 'G' to students and tell them it is letter 'G'. 'G' for 'grass'. /g/, /g/, /g/ 'Grass'. Tell the students that we can play and sit on grass everywhere in parks and laws.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'G'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'G' and 'g' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'G', 'g' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 32. Read the letter with sound. Tell student that this is letter 'G', 'g' and its sound is /g/, /g/, /g/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (girl) on the book and say /g/ " girl ". Repeat the name several times, clearly and slowly "This is /g/ " girl ". Ask students to say /g/ " girl", /g/ " girl" several times.

Second Period – Recognition

Ask students at random "Please show me the picture of 'grass' on this page of textbook. Can you put finger on the "girl"?

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

Third Period – Confirmation/Recall

Point to the first object "girl" and ask the students "What is this?". Appreciate them for their correct answers.

Continue with other objects (grass, gift, grapes) as well. Once, all three objects have been named, review them last time by pointing to each and say the name clearly and slowly by focusing on /g/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'G' and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'girl', 'grass', 'gift', 'grapes'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /g/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

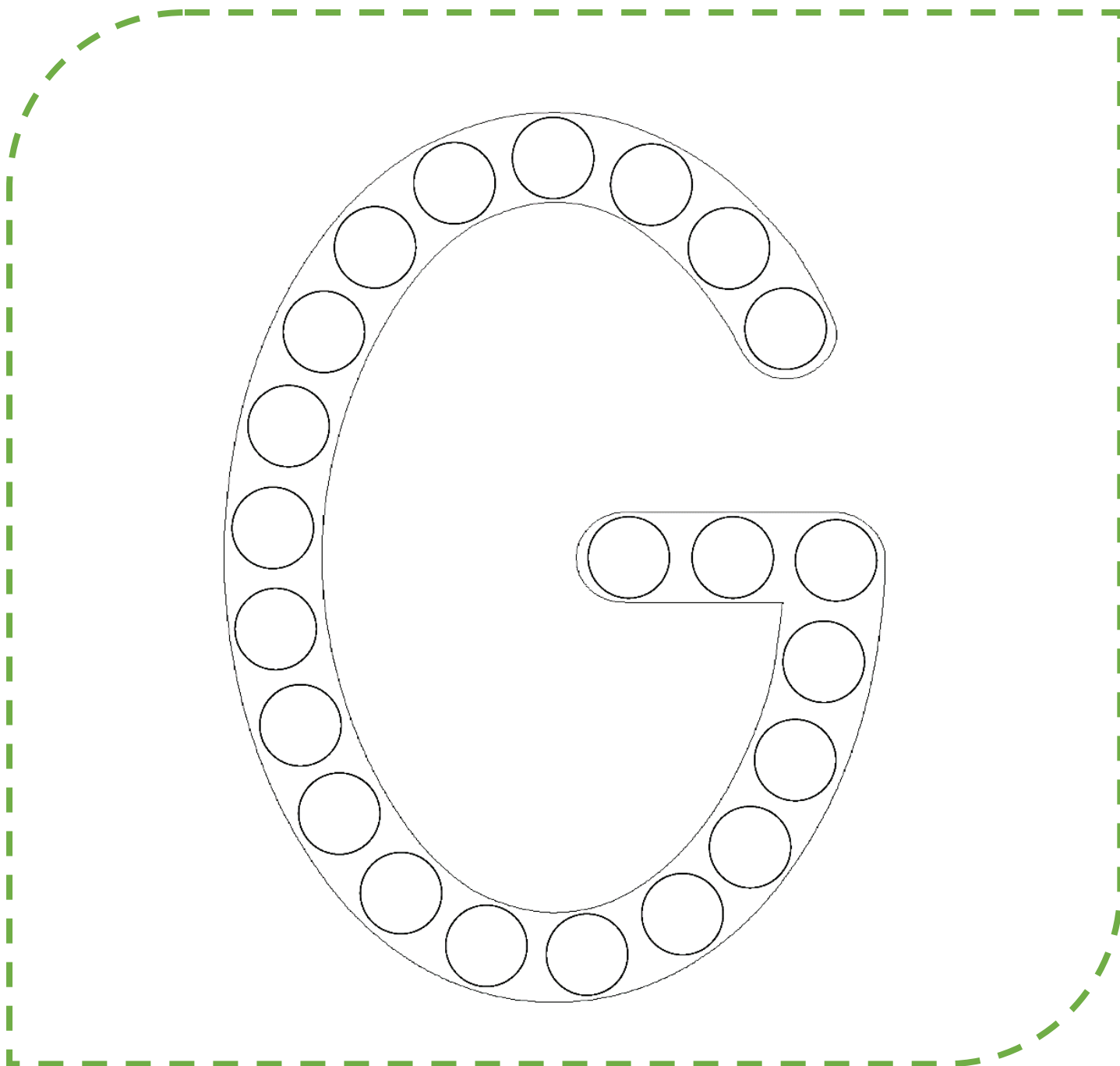
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 1 Periodic Unit: 2 Week: 5 Lesson Plan: 2
Unit Name: Topic: Letter 'Gg' Date:

Objective(s):

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

- Hold a pencil correctly.
- Match objects of the letter 'Gg' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 33

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask students to sit in a circle. Show a picture card of a 'grass' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'grass'. Trace a big letter 'G' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'gift' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building: (25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Gg' and place them between the circle. bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a girl.' /g/, /g/, /g/ 'girl'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'girl'. Student will pick up the picture card for bus and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /g/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 33. Read the statement aloud. Ask students to tell what pictures they can see on page 33. Note their responses. Ask them to say the names of the pictures aloud. Ask students to say the names of pictures with their initial sounds like /H/ house, /g/ girl, /h/ hat. Ask student to say the names and initial sounds four to five times. Now ask students to match the letter 'G' with pictures that begin with /g/ sound. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'G' and its sound. Read the names of objects on textbook page 32 by saying their names and initial letter sounds.

Assessment: (5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /g/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'G' on board using their fingers. Appreciate them for their correct answers.

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

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

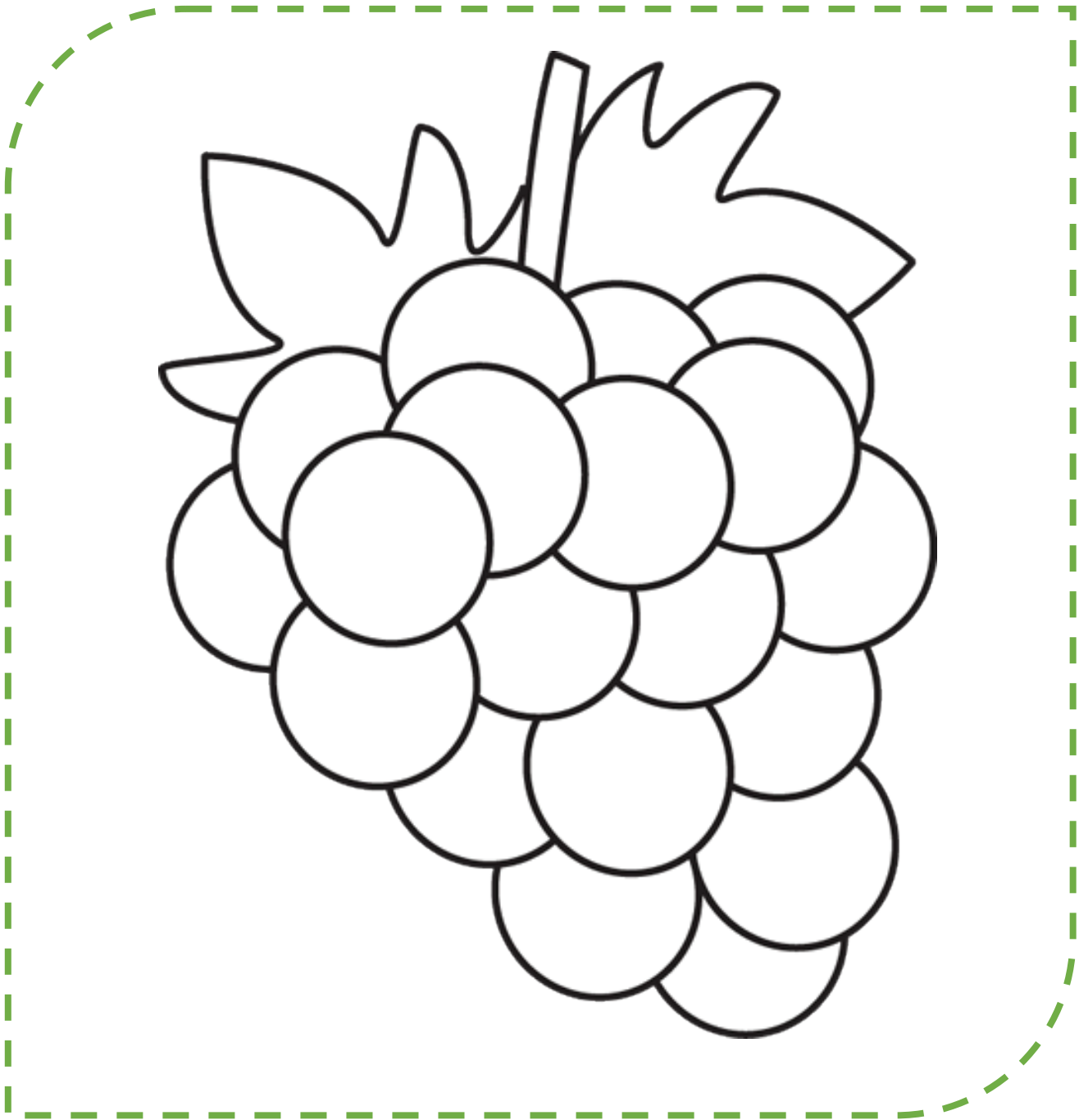
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the grapes.



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

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 3

Unit Name:

Topic: Letter 'Gg'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Gg' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 33

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'G' and 'g' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'G' and 'g' on the board. Tell students to write 'G', we draw a half circle like capital letter 'C' and make a small horizontal tip at the end of half circle. Trace letter 'G' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'G' and 'g'. show some picture cards of letter 'G' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'G' on the board. Tell students to write 'G', we draw a half circle like capital letter 'C' and make a small horizontal tip at the end of half circle. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity.

Appreciate them all for writing 'G' on board.

Activity:

Ask them to open their text books at page 33. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'G', 'g' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'G' and 'g'. Once they find the block, encourage them to say name of an object that begins with /g/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Gg' sound aloud three to four times. Hold the letter card of 'G' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Gg' on all sorts of fun places. Encourage students at random to draw letter 'G' on different places, for example, "Draw 'G' on your hand". "Draw 'G' on the floor". "Draw 'G' on your partner's back". "Draw 'G' on your cheek". "Draw 'G' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

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 A		40 min

Worksheet

Name: _____

Date: _____

Trace and write letter 'G' and 'g'.

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

Term: 1 Periodic Unit: 2 Week: 5 Lesson Plan: 4
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 pages 18-25, picture cards, basket, colour pencils

Teaching & Learning Activities:

Opening Activities/Warm-up: (7 min)

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

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

Tell students that we should greet each other properly before starting a conversation. Call a student at random and encourage him/her to greet you. Respond to the greeting properly. Say some greetings for students. Make pair of students. Ask each pair to come in front of the class and greet each other using correct greetings. Appreciate them all for their active response.

Main Activities/Concept Building: (25 min)

Tell students that it's your review class today.

Activity:

Bring some picture cards of 'cat', 'duck', 'cow', 'elephant', 'fish' etc. Ask students at random to say the sound of these animals loudly. Appreciate them for correct answers. Ask students at random to guess the initial sound of these objects.

Bring picture cards for letter 'c', 'd', 'e', 'f' and letter 'g' in class room and show it to students. Pick any card and ask students at random to say the name and initial sound of it. Appreciated them all by clapping for their correct answers. Encourage students at random to write letter 'c', 'd', 'e' and 'f' on board. Encourage them to share the name of an object that begins with the initial sound of following letters.

Sum Up: (3 min)

Sum up the lesson by revising the concepts again.

Assessment: (5 min)

Ask students at random to share the name of their favourite pet animal. Ask them to share the sound of their favourite animal. Ask them share what their favourite animal like to eat. Appreciate them for their answers.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Primer A		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 pages 26-33, 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'.

Ask students at random to tell what is the name of their favourite poem. Ask them to share their favourite poems with their fellow students. Ask them to read aloud the poems with action. Appreciate them for correct responses by clapping for them to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that it's your review class today.

Activity:

Bring picture cards for letter 'a', 'b', 'c', 'd', 'e', 'f' and letter 'g' in class room and show it to students. Pick any card and ask students at random to say the name and initial sound of it. Appreciate them all by clapping for their correct answers. Encourage students at random to write letter 'a', 'b', 'c', 'd', 'e', 'f' and 'g' on board. Encourage them to use correct pencil holding posture. Ask students to read aloud the poem 'Two Little Birds' with correct pronunciation. Encourage them to read with correct actions as well. Ask students at random to share the names of their family members as well.

Encourage students at random to share the names of their favourite colours. Ask them the reason of their likeness as well.

Sum Up:

(3 min)

Sum up the lesson by revising previously learnt lessons.

Assessment:

(5 min)

Pick any picture card. Ask students at random to pick any other card with similar initial sound of letter.

Repeat the process with other student as well. Appreciate them all for their correct answers. Ask students at random to come in front of the class and read the poem 'Two Little Birds' for fellow students. Make sure to involve all students in the activity.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

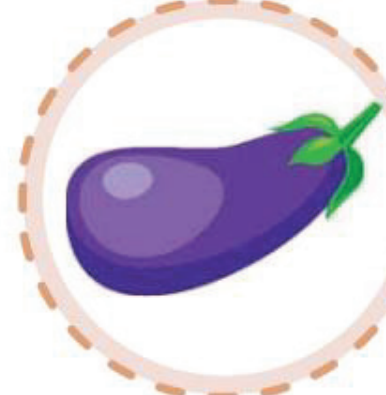
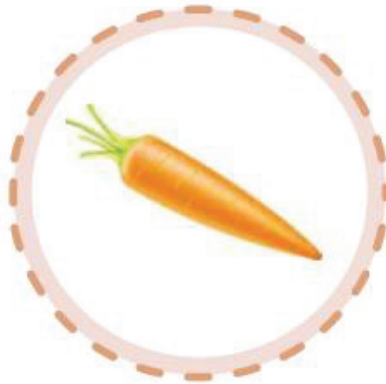
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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



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



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

Worksheet

Name: _____

Date: _____

Trace and write letters.

The worksheet contains five rows of handwriting practice. Each row features a large dotted letter and a smaller dotted letter for tracing, followed by two empty lines for independent practice. The letters are C, D, E, F, and G. Red dots mark the starting points and directions of the strokes for each letter.

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

Term: 2 Periodic Unit: 1 Week: 1 Lesson Plan: 1
Unit Name: Topic: letter 'Hh' Date:

Objective(s):

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

- Recall how to hold, open and turn pages of a book with care.
- Recognise capital and small letter 'Hh' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, hat, pompoms, glue, tray, sand, textbook page 34

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'H'. Draw a big letter 'H' shape on the board. Say the name of letter and its sound; for example, it is letter 'H', 'H' for /h/, /h/, /h/. Ask students to sit in a circle. Bring letter card of letter 'H' and a hat in the class. Show the letter card 'H' to students and tell them it is letter 'H'. 'H' for 'cup'. /h/, /h/, /h/ 'hat'. Tell the students that it is a hat. It is used to cover the head. We can use it in different weathers as well to protect us.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'H'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'H' and 'h' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'H', 'h' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 34. Read the letter with sound. Tell student that this is letter 'H', 'h' and its sound is /h/, /h/, /h/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (house) on the book and say /h/ "house". Repeat the name several times, clearly and slowly "This is /h/ "house". Ask students to say /h/ "house", /h/ "house" several times.

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

Second Period – Recognition

Ask students at random "Please show me the picture of 'house' on this page of textbook. Can you put finger on the "house"?"

Third Period – Confirmation/Recall

Point to the first object "house" and ask the students "What is this?". Appreciate them for their correct answers.

Continue with other objects (helicopter, hat, horse) as well. Once, all three objects have been named, review them last time by pointing towards each and say the name clearly and slowly by focusing on /h/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'H' and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'house', 'helicopter', 'hat', and 'horse'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /h/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

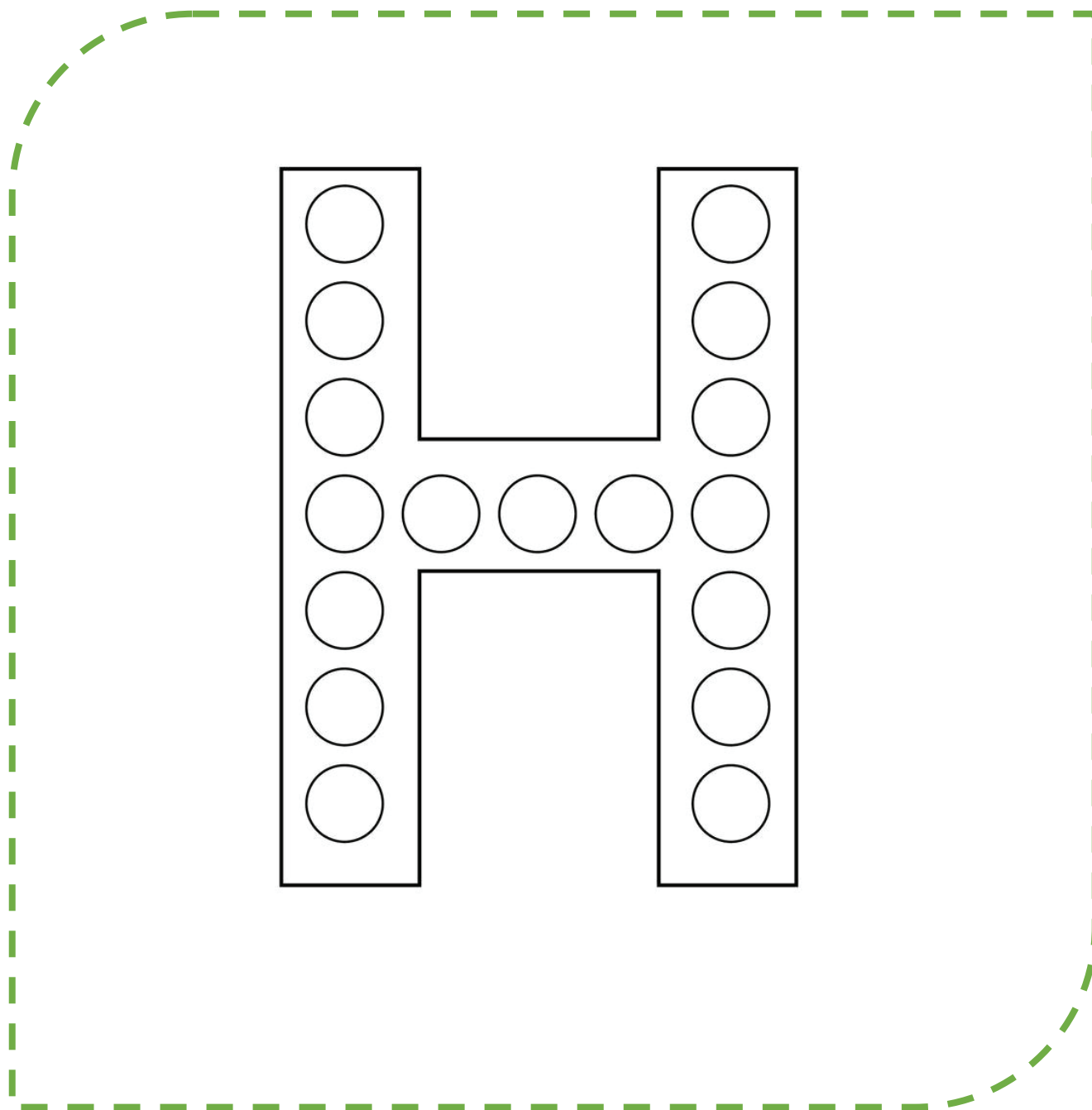
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2 Periodic Unit: 1 Week: 1 Lesson Plan: 2
Unit Name: Topic: letter 'Hh' Date:

Objective(s):

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

- Hold a pencil correctly.
- Match objects of the small letter 'Hh' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 35

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'house' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'house'. Trace a big letter 'H' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'hat' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Hh' and place them between the circle. Throw a soft toy to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'house'. Student will pick up the picture card for apple and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /h/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 35. Read the statement aloud. Ask students to tell what picture they can see on page 35. Note their responses. Tell them that it is a house, girls and hat. Ask them which picture start with 'H' sound. Now ask students to match the letter 'H' to correct pictures. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'H' and its sound. Read the names of objects on textbook page 34 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /h/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'H' on board using their fingers. Appreciate them for their correct answers.

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

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

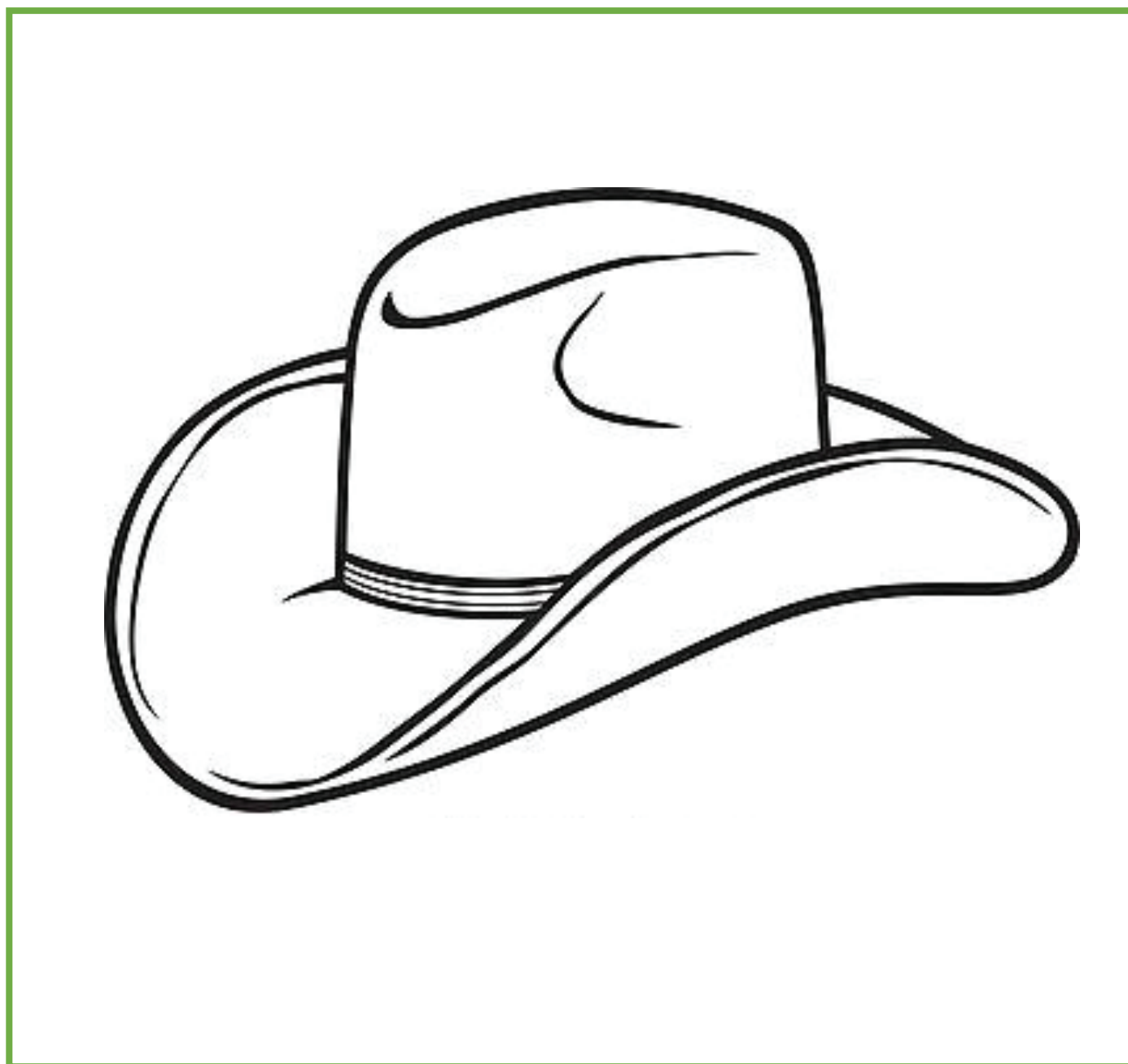
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the hat.



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

Term: 2 Periodic Unit: 1 Week: 1 Lesson Plan: 3
Unit Name: Topic: letter 'Hh' Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Hh' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 35

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Bring a big letter card of the letter 'H' and 'h' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'H' and 'h' on the board. Tell students to write 'H', we draw two straight lines in upper three lines. Then, we joined these two lines with a horizontal line.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'H' and 'h'. Show some picture cards of letter 'H' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'H' on the board. Tell students to write 'H', we draw two straight lines in upper three lines. Then, we joined these two lines with a horizontal line. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'H' on board.

Activity:

Ask them to open their text books at page 35. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'H', 'h' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up: (3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'H' and 'h'. Once they find the block, encourage them to say name of an object that begins with /h/ sound. Appreciate them for their correct answers.

Assessment: (5 min)

Ask students to say the letter 'Hh' sound aloud three to four times. Hold the letter card of 'H' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they

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

can use their magic fingers to trace the letter 'Hh' on all sorts of fun places. Encourage students at random to draw letter 'H' on different places, for example, "Draw 'H' on your hand". "Draw 'H' on the floor". "Draw 'H' on your partner's back". "Draw 'H' on your cheek". "Draw 'H' on the wall" etc. Appreciate them for their correct answers by clapping for them.

Homework:

(2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'H' and 'h'.

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

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan:

4

Unit Name:

Topic: letter 'li'

Date:

Objective(s):

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

- Recognise capital and small letter 'li' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, inkpot, pompoms, glue, tray, sand, textbook page 36

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'l'. Draw a big letter 'l' shape on the board. Say the name of letter and its sound; for example, it is letter 'l', 'l' for /i/, /i/, /i/. Ask students to sit in a circle. Bring letter card of letter 'l' and an inkpot in the class. Show the letter card 'l' to students and tell them it is letter 'l'. 'l' for 'ink'. /i/, /i/, /i/ 'ink'. Tell the students that we use ink to fill the pens. Ink is used in writing. There are different colours of inks available.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'l'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'l' and 'i' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them if need be. Encourage them to take turns and draw letter 'l', 'i' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 36. Read the letter with sound. Tell student that this is letter 'l', 'i' and its sound is /i/, /i/, /i/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (ink) on the book and say /i/ "ink". Repeat the name several times, clearly and slowly "This is /i/ "ink". Ask students to say /i/ "ink", /i/ "ink" several times.

Second Period – Recognition

Ask students at random "Please show me the picture of a 'ink' on this page of textbook. Can you put finger on the "ink"?"

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

Third Period – Confirmation/Recall

Point to the first object “ink” and ask the students "What is this?". Appreciate them for their correct answers. Continue with other objects (insect, iguana, igloo) as well. Once, all three objects have been named, review them last time by pointing to each and say the name clearly and slowly by focusing on /i/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet ‘I’ and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game ‘Guess who I am’ with students. Bring picture cards of ‘ink’, ‘insect’, ‘iguana’ and ‘igloo’. Show each picture card to random students and say ‘Guess who I am’. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /i/.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

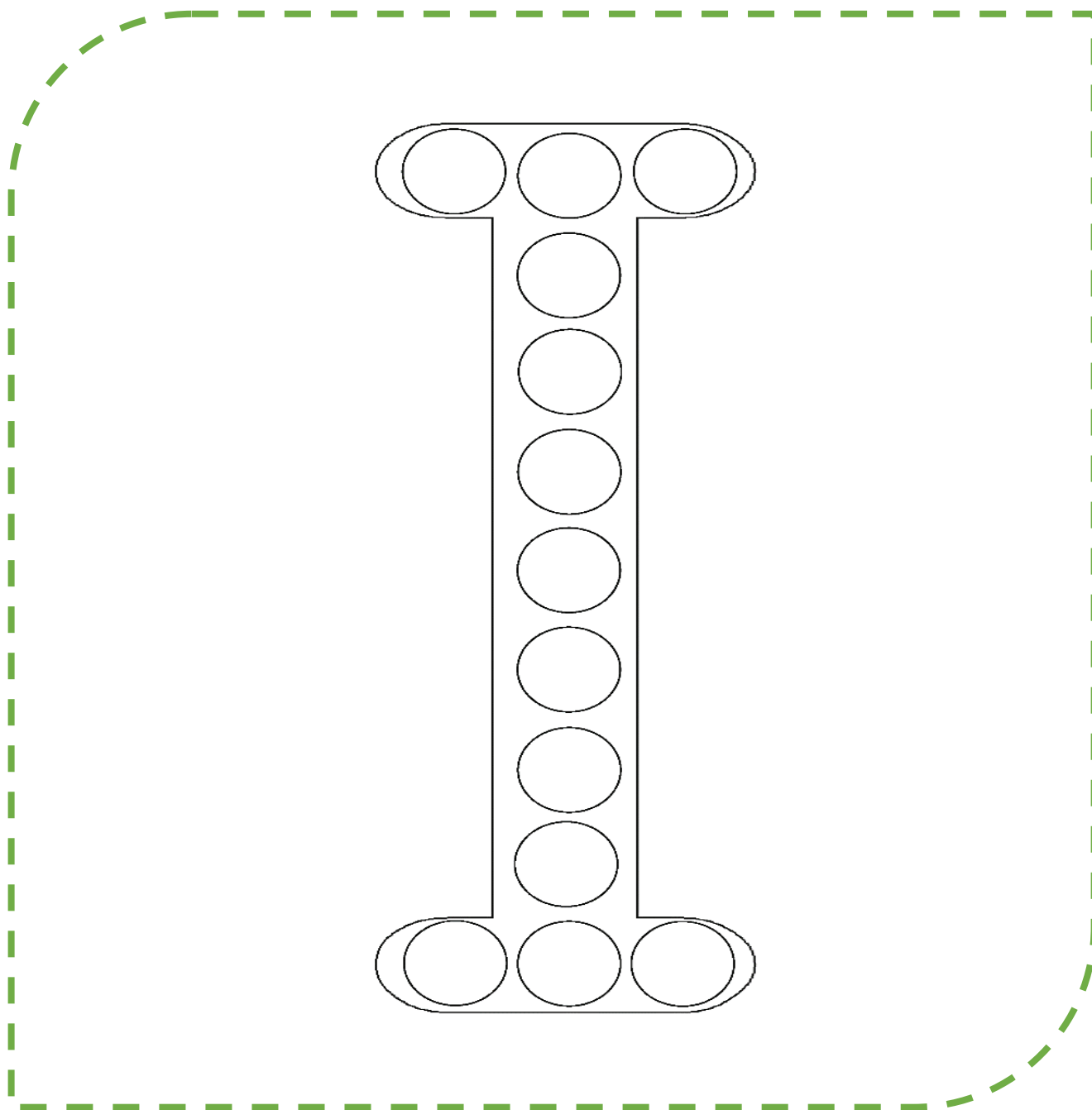
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name:

Topic: letter 'I'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour objects of the capital letter 'I' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 37

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 card of an 'ink' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'ink'. Trace a big letter 'I' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'igloo' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Bb' and place them between the circle. bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is ink.' /i/, /i/, /i/ 'ink'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'iguana'. Student will pick up the picture card for bus and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /i/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 37. Read the statement aloud. Ask students to tell what letter they can see on page 37. Note their responses. Ask them to say the name of the letter aloud. Ask students to say the name of letters with their initial sound like I /i/. Ask student to say the names and initial sounds four to five times. Now ask students to colour the capital letter 'I'. Praise them for correct colouring. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'I' and its sound. Read the names of objects on textbook page 37 by saying their names and initial letter sounds.

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

Assessment: (5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /i/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'I' on board using their fingers. Appreciate them for their correct answers.

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

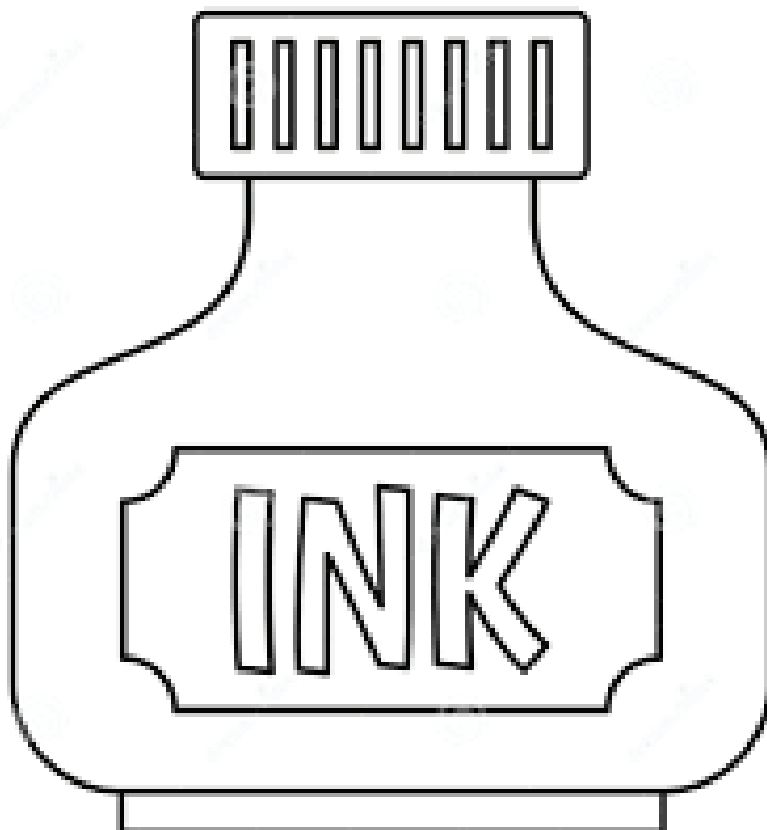
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the ink.



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

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name:

Topic: letter 'li'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'li' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 37

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter card of the letter 'l' and 'i' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'l' and 'i' on the board. Tell students to write 'l', we draw a straight line in upper three lines. Then we draw two horizontal lines on top and bottom of straight line.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'l' and 'i'. Show some picture cards of letter 'l' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'l' on the board. Tell students to write 'l', we draw a straight line in upper three lines. Then we draw two horizontal lines on top and bottom of straight line. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'l' on board.

Activity:

Ask them to open their text books at page 37. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'l', 'a' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'l' and 'i'. Once they find the block, encourage them to say name of an object that begins with /i/ sound. Appreciate them for their correct answers.

Assessment:

(5 min)

Ask students to say the letter 'li' sound aloud three to four times. Hold the letter card of 'l' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'li' on all sorts of fun places. Encourage students at random to draw

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

letter 'I' on different places, for example, "Draw 'I' on your hand". "Draw 'I' on the floor". "Draw 'I' on your partner's back". "Draw 'I' on your cheek". "Draw 'I' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

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

Term: 2 Periodic Unit: 1 Week: 2 Lesson Plan: 2
Unit Name: Topic: letter 'Jj' Date:

Objective(s):

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

- Recognise capital and small letter 'Jj' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, jug, pompoms, glue, tray, sand, textbook page 38

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'J'. Draw a big letter 'J' shape on the board. Say the name of letter and its sound; for example, it is letter 'J', 'J' for /j/, /j/, /j/. Ask students to sit in a circle. Bring letter card of letter 'J' and a date in the class. Show the letter card 'J' to students and tell them it is letter 'J'. 'J' for 'jug'. /j/, /j/, /j/ 'jug'. Tell the students that we use jugs for different things, such as; milk, water, juices etc.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'J'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'J' and 'j' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them if need be. Encourage them to take turns and draw letter 'J', 'j' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 38. Read the letter with sound. Tell student that this is letter 'J', 'j' and its sound is /j/, /j/, /j/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (jug). Ask students to say /j/ "jug", /j/ "jug" several times.

Second Period – Recognition

Ask students at random "Please show me the picture of a 'jug' on this page of textbook. Can you put finger on the "jug"?

Third Period – Confirmation/Recall

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

Point to the first object “jug” and ask the students "What is this?". Appreciate them for their correct answers. Continue with other objects (juice, jar, jelly) as well. Once, all three objects have been named, review them last time by pointing to each and say the name clearly and slowly by focusing on /j/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet ‘J’ and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game ‘Guess who I am’ with students. Bring picture cards of ‘jug’, ‘juice’, ‘jar’, ‘jelly’. Show each picture card to random students and say ‘Guess who I am’. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /j/.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

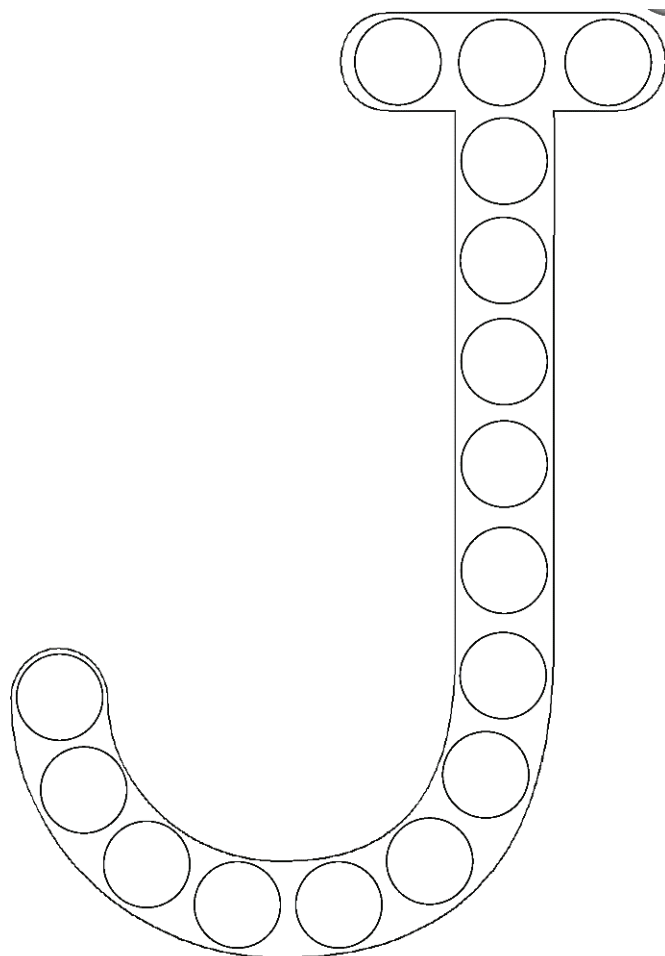
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2 Periodic Unit: 1 Week: 2 Lesson Plan: 3
Unit Name: Topic: letter 'Jj' Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour objects of the capital letter 'J' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'jug' to students and ask them to tell what is this.

Note their responses. Ask them to say the initial letter sound for 'jug'. Trace a big letter 'J' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'juice' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Jj' and place them between the circle. Bring a jug and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a 'jug' /j/, /j/, /j/ 'jug'. Then ask student to find any picture you ask. For example, you say find 'juice'. Student will pick up the picture card for juice and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /j/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 39. Read the statement aloud. Ask students to tell what picture they can see on page 39. Note their responses. Ask them to say the name of the picture aloud. Ask students to say the names of pictures with their initial sounds like /j/ 'jar'. Ask student to say the name and initial sound four to five times. Now ask students to colour the 'jar' with letter 'J'. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'J' and its sound. Read the names of objects on textbook page 38 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /j/ sound.

Ask them to say the name of picture aloud. Ask students at random to write 'J' on board using their fingers.

Appreciate them for their correct answers.

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

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Colour the jug.



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

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan:

4

Unit Name:

Topic: letter 'Jj'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Jj' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 39

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'J' and 'j' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'J' and 'j' on the board. Tell students to write 'J', we draw a straight line in the bottom three lines and make a curve toward the left side. Then, draw a horizontal line to on top. Trace letter 'J' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'J' and 'j'. show some picture cards of letter 'J' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'J' on the board. Trace the letter 'J' and 'j' on the board. Tell students to write 'J', we draw a straight line in the bottom three lines and make a curve toward the left side. Then, draw a horizontal line to on top. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'J' on board.

Activity:

Ask them to open their text books at page 39. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'J', 'j' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'J' and 'j'. Once they find the block, encourage them to say name of an object that begins with /j/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Jj' sound aloud three to four times. Hold the letter card of 'J' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Jj' on all sorts of fun places. Encourage students at random to draw letter 'J' on different places, for example, "Draw 'J' on your hand". "Draw 'J' on the floor". "Draw 'J' on your partner's back". "Draw 'J' on your cheek". "Draw 'J' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

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

Term: 2 Periodic Unit: 1 Week: 2 Lesson Plan: 5
Unit Name: Topic: letter 'Kk' Date:

Objective(s):

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

- Recall how to hold, open and turn pages of a book with care.
- Recognise capital and small letter 'Kk' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, kettle, pompoms, glue, tray, sand, textbook page 40

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'K'. Draw a big letter 'K' shape on the board. Say the name of letter and its sound; for example, it is letter 'K', 'K' for /k/. /k/, /k/. Ask students to sit in a circle. Bring letter card of letter 'K' and a kettle in the class. Show the letter card 'K' to students and tell them it is letter 'K'. 'K' for 'kettle'. /k/, /k/, /k/ 'kettle'. Tell the students that we use kettle to make coffee or tea. We also use kettles to boil water.

Main Activities/Concept Building: (25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'K'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'K' and 'k' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'K', 'k' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 40. Read the letter with sound. Tell student that this is letter 'K', 'k' and its sound is /k/, /k/, /k/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (kettle) on the book and say /k/ "kettle". Repeat the name several times, clearly and slowly "This is /k/ "kettle". Ask students to say /k/ "kettle", /k/ "kettle" several times.

Second Period – Recognition

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

Ask students at random "Please show me the picture of an envelope on this page of textbook. Can you put finger on the "kettle"?"

Third Period – Confirmation/Recall

Point to the first object "kettle" and ask the students "What is this?". Appreciate them for their correct answers.

Continue with other objects (kitten, kiwi, kangaroo) as well. Once, all three objects have been named, review them last time by pointing to each and say the name clearly and slowly by focusing on /k/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'K' and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'kettle', 'kitten', 'kiwi', 'kangaroo'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /k/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

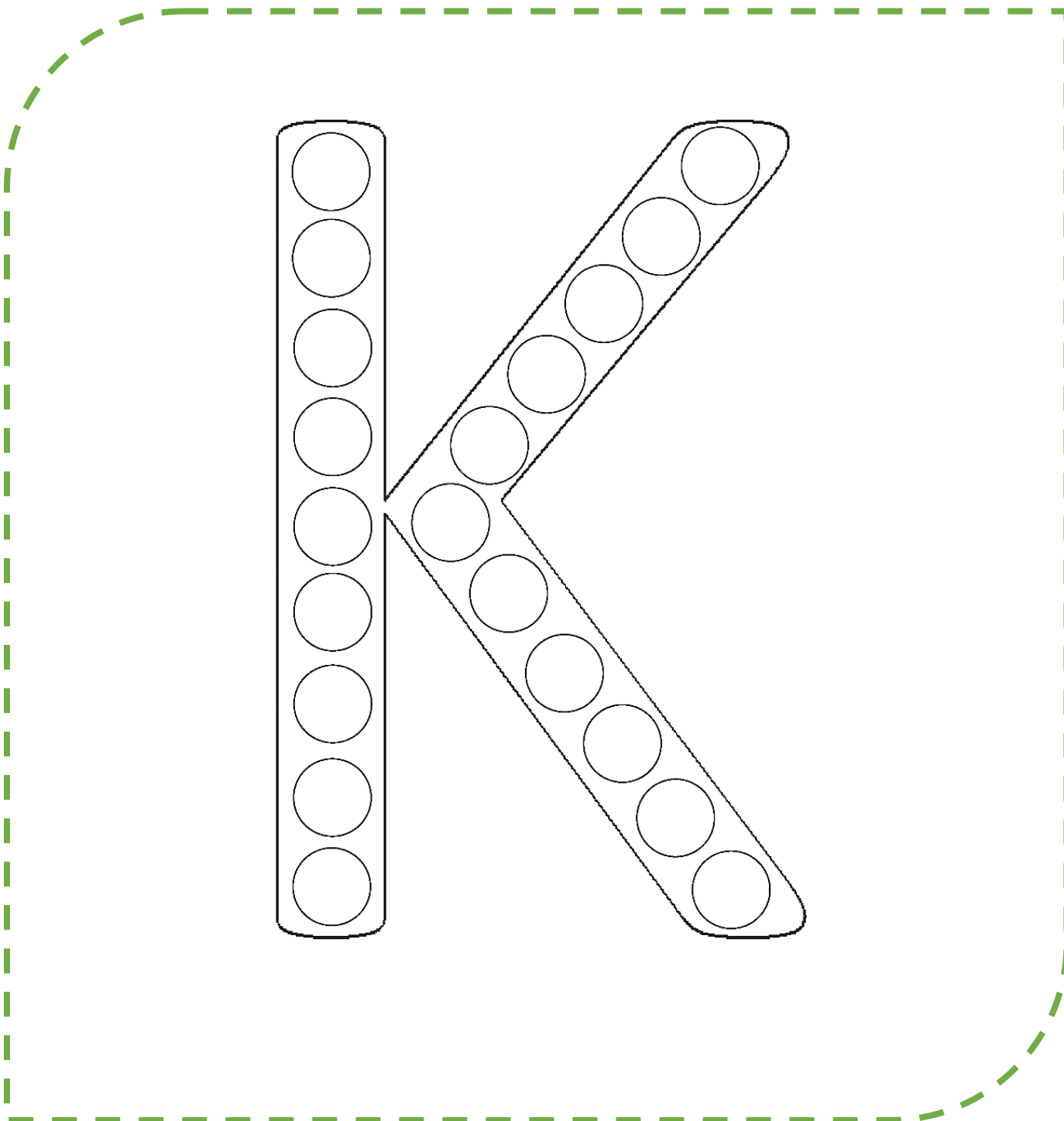
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2 Periodic Unit: 1 Week: 3 Lesson Plan: 1
Unit Name: Topic: letter 'Kk' Date:

Objective(s):

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

- Hold a pencil correctly.
- Join and colour objects of the capital letter 'Kk' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 41

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'kettle' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'kettle'. Trace a big letter 'K' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'kiwi' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Kk' and place them between the circle. Bring a ball and ask students at random to catch it. Show a picture card of your choice to the student. Then, ask students at random to tell what is this. Say aloud, 'This is a 'kettle' /k/, /k/, /k/ 'kettle'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'kiwi'. Student will pick up the picture card for 'kiwi' and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /k/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 41. Read the statement aloud. Ask students to tell what picture they can see on page 41. Note their responses. Ask them to say the name of the pictures aloud. Ask students to say the names of pictures with their initial sounds like /k/ 'kettle'. Ask student to say the name and initial sound four to five times. Now ask students to join the dots together with letter 'K'. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'K' and its sound. Read the names of objects on textbook page 40 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /k/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'K' on board using their fingers. Appreciate them for their correct answers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2 Periodic Unit: 1 Week: 3 Lesson Plan: 2
Unit Name: Topic: letter 'Kk' Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Kk' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 41

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Bring a big letter card of the letter 'K' and 'k' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'K' and 'k' on the board. Tell students to write 'K', we draw a straight line first. Then, draw two diagonal lines attached with straight line. Trace letter 'K' along with explanation so that student can understand better.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'K' and 'k'. show some picture cards of letter 'K' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'K' on the board. Trace the letter 'K' and 'k' on the board. Tell students to write 'K', we draw a straight line first. Then, draw two diagonal lines attached with straight line. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'K' on board.

Activity:

Ask them to open their text books at page 41. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'K', 'k' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up: (3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'K' and 'k'. Once they find the block, encourage them to say name of an object that begins with /k/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Kk' sound aloud three to four times. Hold the letter card of 'K' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Kk' on all sorts of fun places. Encourage students at random to draw letter 'K' on different places, for example, "Draw 'K' on your hand". "Draw 'K' on the floor". "Draw 'K' on your partner's back". "Draw 'K' on your cheek". "Draw 'K' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write the letter 'K' and 'k'.

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

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 3**
Unit Name: **Topic: letter 'L'** **Date:**

Objective(s):

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

- Recognise capital and small letter 'L' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, leaf, pompoms, glue, tray, sand, textbook page 42

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'L'. Draw a big letter 'L' shape on the board. Say the name of letter and its sound; for example, it is letter 'L', 'L' for /l/, /l/, /l/. Ask students to sit in a circle. Bring letter card of letter 'L' and a 'leaf' in the class. Show the letter card 'L' to students and tell them it is letter 'L'. 'L' for 'leaf'. /l/, /l/, /l/ 'leaf'. Tell the students that leafs can be found on trees and plants. Tell them that there many types of leafs and we can find different colours of leaves as well.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'L'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'L' and 'l' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'L', 'l' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 42. Read the letter with sound. Tell student that this is letter 'L', 'l' and its sound is /l/, /l/, /l/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (leopard) on the book and say /l/ " leopard ". Repeat the name several times, clearly and slowly "This is /l/ " leopard". Ask students to say /l/ "leopard", /l/ "leopard" several times.

Second Period – Recognition

Ask students at random "Please show me the picture of a leopard on this page of textbook. Can you put finger on the "leopard"?

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

Third Period – Confirmation/Recall

Point to the first object "leopard" and ask the students "What is this?". Appreciate them for their correct answers. Continue with other objects (leaf, lamb, lemon) as well. Once, all three objects have been named, review them last time by pointing to each and say the name clearly and slowly by focusing on /l/ sound.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'L' and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'leopard', 'leaf', 'lamb', 'lemon'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /l/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

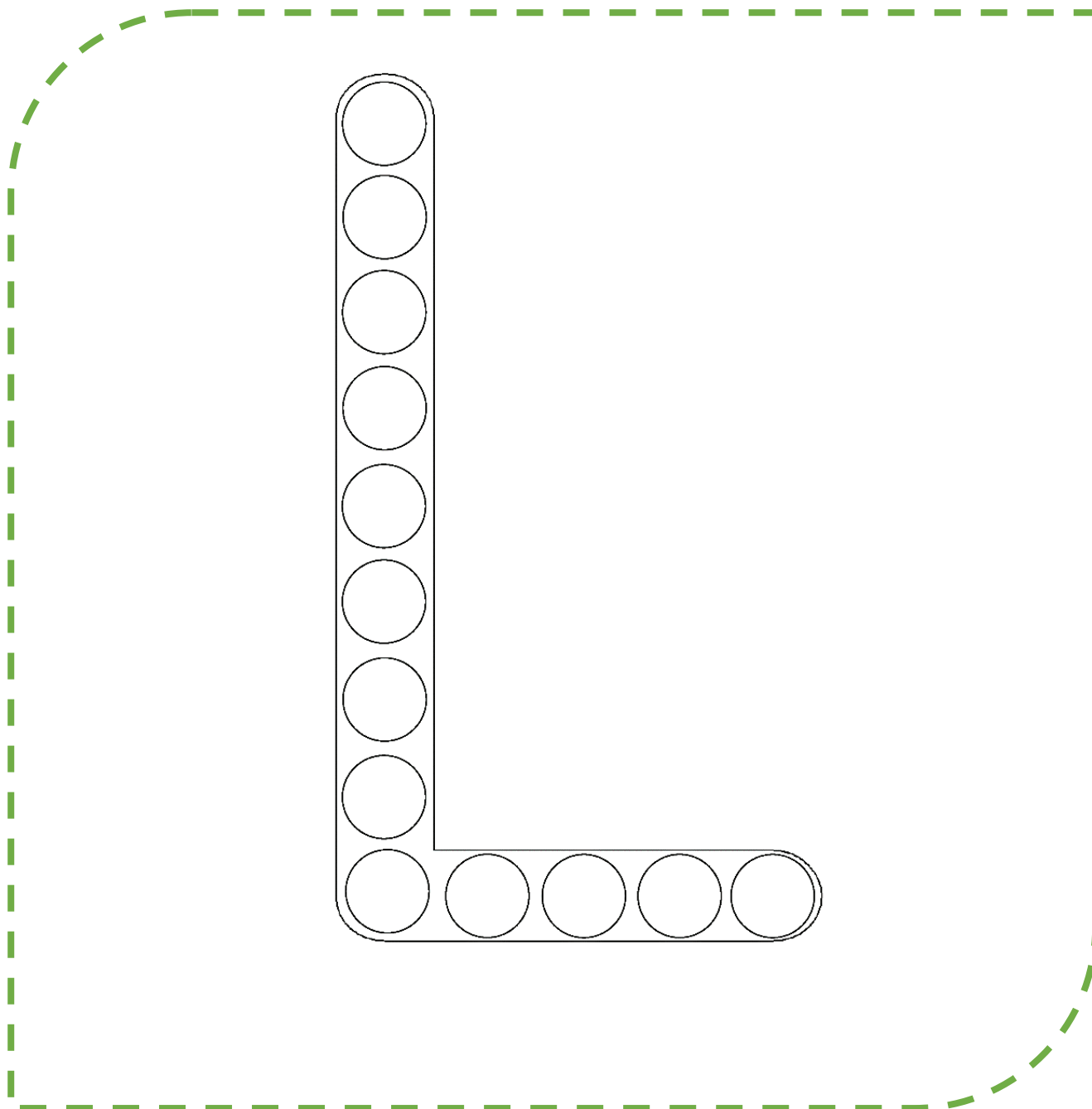
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan:

4

Unit Name:

Topic: letter 'L'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Match object of the capital letter 'L' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 43

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 card of an 'lamb' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'lamb'. Trace a big letter 'L' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'leaf' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'L' and place them between the circle. Bring a 'leaf' and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a leaf.' /l/, /l/, /l/ 'leaf'. Then, ask student to find any picture you ask. For example, you say find 'leopard'. Student will pick up the picture card for bus and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /l/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 43. Read the statement aloud. Ask students to tell what letters they can see on page 43. Note their responses. Ask them to say the names of the letters aloud. Ask students to say the name of picture with initial sounds like L /l/. Ask student to say the names and initial sounds four to five times. Now ask students to match the capital letter 'L' with 'leopard'. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'L' and its sound. Read the names of objects on textbook page 42 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /l/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'D' on board using their fingers. Appreciate them for their correct answers.

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

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Colour the leaf.



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

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name:

Topic: letter 'L'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'L' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 43

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter card of the letter 'L' and 'l' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'L' and 'l' on the board. Tell students to write 'L', we draw a straight line first. Then, draw a horizontal line towards the right side to make letter 'L'. Trace letter 'L' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'L' and 'l'. show some picture cards of letter 'L' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'L' on the board. Tell students to write 'L' we draw a straight line first. Then, draw a horizontal line towards the right side to make letter 'L'. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'L' on board.

Activity:

Ask them to open their text books at page 43. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'L', 'l' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'L' and 'l'. Once they find the block, encourage them to say name of an object that begins with /l/ sound. Appreciate them for their correct answers.

Assessment:

(5 min)

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

Ask students to say the letter 'L' sound aloud three to four times. Hold the letter card of 'L' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'L' on all sorts of fun places. Encourage students at random to draw letter 'L' on different places, for example, "Draw 'L' on your hand". "Draw 'L' on the floor". "Draw 'L' on your partner's back". "Draw 'L' on your cheek". "Draw 'L' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework:

(2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write the letter 'L' and 'l'.

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

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name:

Topic: Review

Date:

Objective(s):

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

Review 2

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 44, 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'.

Ask students to sit in a circle. Show a picture card of a 'house' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'house'. Then, show a picture card of a 'iguana' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'iguana'. Show picture card of 'jug', 'kettle' etc. to students and repeat the process with other students. Make sure to involve all students in the activity. Appreciate them all by clapping for them to boost their confidence.

Main Activities/Concept Building:

(27 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'H' and place them between the circle. Throw a soft toy to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'house'. Student will pick up the picture card for 'house' and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Now bring picture cards for letter 'G', 'I', 'J', 'K' and repeat the process with other students as well. Praise them for their correct answers. Ask them to open textbook page 44 and read the alphabets aloud with correct pronunciation.

Activity:

Ask students to open their textbooks at page 44. Read the statement aloud. Read the words aloud with correct pronunciation focusing on the initial sounds of the words. Show them the picture cards of 'kettle', 'hat', 'kiwi', and 'lamb'. Ask them to guess the names and say the initial sound for each picture card. Now encourage them to tick the word which had initial sound of letter 'K'. Appreciate them for their correct answer.

Ask students to look at the pictures carefully at page 44. Ask them to guess the names of the pictures and encourage them to say the names aloud with correct pronunciation. Ask them to share the initial sound of each picture. Appreciate them for their correct answers. Read the statement and ask students to say two to three sentences about the pictures. Praise them for correct answer. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'G', 'H', 'I', 'J', and 'K' and its sound.

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

Assessment: (5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /h/ and /k/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'G', 'H', 'I', 'J', and 'K' on board using their fingers. Appreciate them for their correct answers.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2 Periodic Unit: 1 Week: 4 Lesson Plan: 2
Unit Name: Topic: Review Date:

Objective(s):

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

Review 2

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 45, picture cards, letter cards, alphabet blocks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter cards of the letter 'G' to 'K' in the class and paste them on the board. Ask the students to name them and pronounce their sound. Draw big letters 'G', 'H', 'I', 'J', and 'K' on the board. Tell students how to write each letter by demonstrating the writing pattern for each alphabet.

Main Activities/Concept Building: (27 min)

Show some picture cards of letter 'G' to 'K' to students and ask them to say their names. Ask student so open their textbooks at page 45 and tell the names of pictures they can see. Ask them to say the names aloud and share their initial sounds. Ask them to colour the pictures that begins with letter 'H'. Appreciate them for correct answers.

Activity:

Tell the students that today they are going to trace the letters 'Gg' to 'Ll'. Ask them to open their text books at page 45. Read the statement. Ask students to say the letters and pronounce its sound aloud. Tell them that they are going to trace letters in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks. Once they have traced the first row, ask them to continue with the next line. After tracing the first line, encourage students to trace the next line independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up: (3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with different letters. Once they find the block, encourage them to say name of an object that begins with these letter sound. Appreciate them for their correct answers.

Assessment: (5 min)

Ask students to say the letters sound aloud three to four times. Ask students at random to come in front of the class and write letters on board with correct pencil holding posture.

Homework: (0 min)

N/A

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2 Periodic Unit: 1 Week: 4 Lesson Plan: 3
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 46

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Ask students at random to tell the name of their favourite story. Ask them to come in front of the class and share the story to fellow students. Appreciate him/her for their correct response. Ask another student at random to share the name of their favourite story. Make sure to involve all students in the activity one by one. Appreciate them all by clapping to boost their confidence.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to learn a new story 'The Helping Birds' with the help of pictures. Ask them to open their textbooks at page 46. Read the statement aloud. Asks students to look at the given picture carefully. Ask students at random to tell what is happening in this picture. Note their responses. Now ask students to look at the second picture carefully. Encourage them to guess what is happening in second picture. Note their responses. Appreciate students for their correct answers. Read the story for students. Encourage students at random to come in front of the class and retell the story they just learnt. Appreciate them for their correct answers by clapping for them.

Sum Up: (3 min)

Sum up the lesson by revising the concept again.

Assessment: (5 min)

Ask students at random to tell how many characters are there in the story. Note their response. Ask them to say loudly the name of character 'Birds' aloud.

Homework: (2 min)

N/A.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 4

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 47

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Ask students at random to tell the name of their favourite story. Ask them to come in front of the class and share the story to fellow students. Ask students to share some information about the story they just have read in their textbooks. Encourage them to say the name of character of the story aloud as well. Make sure to involve all students in the activity one by one. Appreciate them all by clapping to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to learn a new story 'The Helping Birds' with the help of pictures. Recall the story given on page 46 of the textbook for better understanding of students. Ask them to open their textbooks at page 47. Ask students to look at the given picture carefully. Ask students at random to guess what is happening in this picture. Note their responses. Now ask students to look at the second picture carefully. Encourage them to guess what is happening in second picture. Note their responses. Appreciate students for their correct answers. Read the story for students. Encourage students at random to come in front of the class and retell the story they just learnt. Appreciate them for their correct answers by clapping for them. Ask students at random to tell what they have learnt from this story. Note their responses. Tell them that we should not lose hope and we should help each other in difficult time to overcome the difficulty.

Sum Up:

(3 min)

Sum up the lesson by reading the story again.

Assessment:

(5 min)

Ask students at random to tell how the birds help each other in the story. Note their responses. Ask them if they help their friends in need. Appreciate them for their answers.

Homework:

(2 min)

N/A.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name:

Topic: Poem/ Parts of Body

Date:

Objective(s):

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

- Recognise the simple parts of the body.
- Recite poem.
- Draw on words from an enhanced vocabulary.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 48

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make students sit in a circle. Ask students at random if they like poems. Ask them to tell which poem they like the most. Tell them that today we are going to learn a poem. Paste pictures of poem characters on the board and discuss them with students.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read a poem 'Parts of Body'. Ask them to open textbook page 48.

Ask them to look at the given pictures carefully. Read the title of the poem aloud and ask student to repeat after you.

Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat:

Head, Shoulders,
Knees and toe,
Knees and toes,
Head, shoulders,
Knees and toe,
Knees and toes,

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line and touch their head and shoulders with both hands. Ask them to read aloud and follow the actions. Ask students to read the second line and touch their knees with both hands. Then, encourage them to bend down and touch their toes. Encourage them to read the poem with correct actions. Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

Sum Up:

(3 min)

Read the poem again and ask students to repeat after you 3-4 times.

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

Assessment: (5 min)

Read the poem and ask student to perform the actions according to the poem. Appreciate them for their correct responses.

Homework: (2 min)

Read the poem on textbook page 48 at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2	Periodic Unit: 1	Week: 5	Lesson Plan: 1
Unit Name:	Topic: Poem/ Parts of body	Date:	

Objective(s):

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

- Recognise the simple parts of the body.
- Recite poem.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 48

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make students sit in a circle. Ask students at random if they like poems. Ask them to tell which poem they like the most. Tell them that today we are going to learn a poem. Paste pictures of poem characters on the board and discuss them with students.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read a poem 'Parts of Body'. Ask them to open textbook page 48.

Ask them to look at the given pictures carefully. Read the title of the poem aloud and ask student to repeat after you.

Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat:

Head, Shoulders,
Knees and toe,
Knees and toes,
Head, shoulders,
Knees and toe,
Knees and toes,
And eyes,
And ears,
And mouth,
And nose.
Head, shoulders,
Knees and toes,
Knees and toes.

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line and touch their head and shoulders with both hands. Ask them to read aloud and follow the actions. Ask students to read the second line and touch their knees with both hands. Then, encourage them to bend down and touch their toes. Ask them to touch their eyes, ears, mouth and nose while reading the poem. Encourage them to read the poem with correct actions. Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

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

Sum Up: (3 min)

Read the poem again and ask students to repeat after you 3-4 times.

Assessment: (5 min)

Read the poem and ask student to perform the actions according to the poem. Appreciate them for their correct responses.

Homework: (2 min)

Read the poem on textbook page 48 at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2

Periodic Unit: 1

Week: 5

Lesson Plan: 2

Unit Name:

Topic: Parts of Body

Date:

Objective(s):

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

- Talk about name of part of the body.
- Identify the names of parts of the body.

Resource Material:

Chalk/Marker, White/Blackboard, soft toy/ball, textbook page 49

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Ask students to sit in a circle. throw a ball/ soft toy to a student at random and ask his/her to touch their head. Note their response. Appreciate them for correct answer. Ask another student at random to touch their eyes. Repeat the process seven to eight times and make sure to involve all the students in the activity. Appreciate them all for their correct answers by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to learn more about 'Parts of Body'. Ask students to point towards different parts of their body which you asked for. For example; ask a student at random to touch your toes. Encourage student to touch their toes using their both hands. Use different names of body parts for activity. Appreciate them for their correct answers.

Now ask students to read the poem aloud with correct pronunciation. Ask them to use the actions along with reading correctly. Appreciate them all for their active participation in the class by clapping to boost their confidence. Ask students to open their textbooks at page 49. Read the statement aloud. Ask students to match the body parts with correct names accordingly. Appreciate them for correctly matching the body parts with their names. Help them if need be.

Sum Up:

(3 min)

Sum up the lesson by recalling the names of body parts.

Assessment:

(5 min)

Point towards your different body parts and ask students at random to tell the names. Repeat the process three to four times. Appreciate them for correct answers.

Homework:

(0 min)

N/A

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2 Periodic Unit: 1 Week: 5 Lesson Plan: 3
Unit Name: Topic: Parts of Body Date:

Objective(s):

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

Write the names of part of the body.

Resource Material:

Chalk/Marker, White/Blackboard, soft toy/ball, textbook page 49

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Ask students to sit in a circle. Throw a ball/ soft toy to a student at random and ask his/her to touch their head. Note their response. Appreciate them for correct answer. Ask another student at random to touch their eyes. Repeat the process seven to eight times and make sure to involve all the students in the activity. Appreciate them all for their correct answers by clapping for them. Tell students that we all should be thank full to Allah (SWT) for His blessings.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to learn more about 'Parts of Body'. Ask students to point towards different parts of their body which you asked for. For example; ask a student at random to touch your toes.

Encourage student to touch their toes using their both hands. Use different names of body parts for activity. Appreciate them for their correct answers.

Now ask students to read the poem aloud with correct pronunciation. Ask them to use the actions along with reading correctly. Appreciate them all for their active participation in the class by clapping to boost their confidence. Ask students to open their textbooks at page 49. Read the statement aloud. Ask students to fill in the blanks with the help of pictures. Appreciate them for correctly matching the body parts with their names. Help them if need be. Write the correct answers on board as well.

Sum Up:

(3 min)

Sum up the lesson by recalling the names of body parts.

Assessment:

(5 min)

Point towards your different body prats and ask students at random to tell the names. Repeat the process three to four times. Appreciate them for correct answers.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer A		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:

Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 34-41, picture cards, basket, colour pencils

Teaching & Learning Activities:

Opening Activities/Warm-up:

(7 min)

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

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

Tell students that we should greet each other properly before starting a conversation. Call a student at random and encourage him/her to greet you. Respond to the greeting properly. Say some greetings for students. Make pair of students. Ask each pair to come in front of the class and greet each other using correct greetings. Appreciate them all for their active response.

Main Activities/Concept Building:

(25 min)

Tell students that it's your review class today.

Activity:

Bring some picture cards of 'house', 'ink', 'jug', 'kiwi' etc. Ask students at random to say the sound of these animals loudly. Appreciate them for correct answers. Ask students at random to guess the initial sound of these objects.

Bring picture cards for letter 'H', 'I', 'J' and letter 'K' in class room and show it to students. Pick any card and ask students at random to say the name and initial sound of it. Appreciated them all by clapping for their correct answers. Encourage students at random to write letter 'H', 'I', 'J' and letter 'K' on board. Encourage them to share the name of an object that begins with the initial sound of following letters.

Sum Up:

(3 min)

Sum up the lesson by revising the concepts again.

Assessment:

(5 min)

Ask students at random to share if they have eaten 'kiwi' before. Ask them if they have eaten 'jelly' before. Note their responses. Ask them if they ever had ridden a horse before. Note their responses. Make sure to involve all students in the discussion. Appreciate them for their answers.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC – KPK & FEDERAL)	English	Primer A		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:

Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 34-49, 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'.

Ask students at random to tell what is the name of their favourite poem. Ask them to share their favourite poems with their fellow students. ask them to read aloud the poems with action. Appreciate them for correct responses by clapping for them to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that it's your review class today.

Activity:

Bring picture cards for letter 'H', 'I', 'J', 'K' and letter 'L' in class room and show it to students. Pick any card and ask students at random to say the name and initial sound of it. Appreciated them all by clapping for their correct answers. Encourage students at random to write letter 'H', 'I', 'J', 'K' and letter 'L' on board. Encourage them to use correct pencil holding posture. Ask students to say the names of some objects using letter 'L'.

Recall the story

Ask students to read aloud the story 'Two Little Birds' with correct pronunciation. Encourage them to read tell the story in their own words. Ask students at random to tell the names of body part. Ask them to read the poem 'Head, Shoulders, Knees and Toes' aloud with actions. Ask them to perform the actions correctly.

Sum Up:

(3 min)

Sum up the lesson by revising previously learnt lessons.

Assessment:

(5 min)

Pick any picture card. Ask students at random to pick any other card with similar initial sound of letter.

Repeat the process with other student as well. Appreciate them all for their correct answers. Ask students at random to come in front of the class and read the poem "Head, Shoulder, Knees and Toes" for fellow students. Make sure to involve all students in the activity.

Homework:

(2 min)

Complete the given worksheet.

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

Teacher's Self-Evaluation:

Target: Achieved ☐

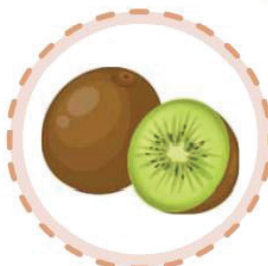
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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



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

Worksheet

Name: _____

Date: _____

Trace and write letters.

Gg Hh Ii

Jj Kk Ll

Gg Hh Ii

Jj Kk Ll

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

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Topic: Letter 'Mm'

Date:

Objective(s):

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

- Recognise capital and small letter 'Mm' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, a toy moon, pompoms, glue, tray, sand, textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'M'. Draw a big letter 'M' shape on the board. Say the name of letter and its sound; for example, it is letter 'M, 'M' for /m/, /m/, /m/. Ask students to sit in a circle. Bring letter card of letter 'M' and a toy moon in the class. Show the letter card 'M' to students and tell them it is letter 'M. 'M' for 'moon'. /m/, /m/, /m/ 'moon'. Tell the students that this is a moon. We see it in the sky in night. Our national flag also has a moon.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'M'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'M and 'M' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'M, 'M' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 50. Read the letter with sound. Tell student that this is letter 'M, 'M' and its sound is /m/, /m/, /m/. Point to the first object (Masjid) on the book and say /m/ "Masjid". Repeat the name several times, clearly and slowly "This is /m/ "Masjid". Ask students to say /m/ "Masjid", /m/ "Masjid" several times. Repeat the process for 'moon', 'map' and 'markhor' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'M' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'moon' 'Masjid' 'map' and 'markhor'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /m/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

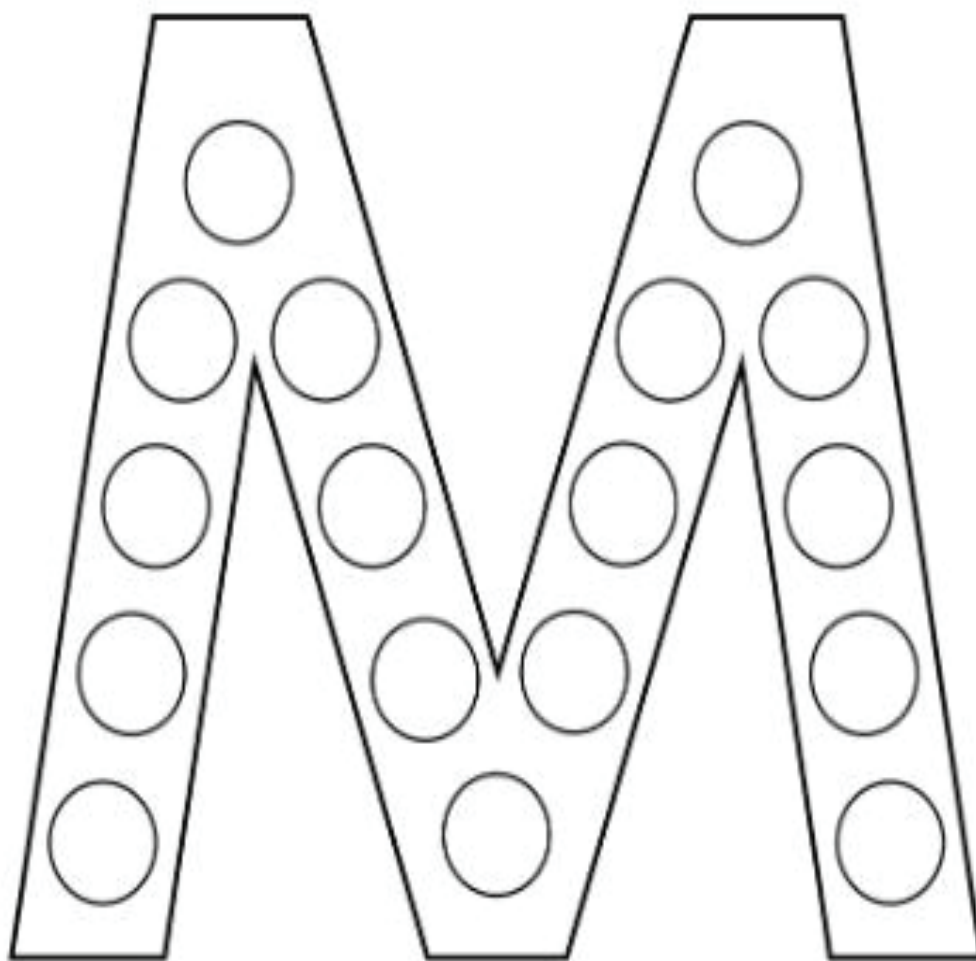
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**
Topic: identification **Date:**

Objective(s):

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

- Hold a pencil correctly.
- Circle objects of the capital letter 'M' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 51

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 card of a moon to students and ask them to tell what is this.

Note their responses. Ask them to say the initial letter sound for 'moon'. Trace a big letter 'M' on board.

Ask students and random to say the alphabet and its sound aloud. Show picture card of 'moon' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Mm' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a moon.' /m/, /m/, /m/ 'moon'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'moon'. Student will pick up the picture card for 'moon' and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /m/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 51. Read the statement of "Time to circle" section aloud. Ask students to tell what picture they can see on page 51. Note their responses. Ask students to say the name of picture with their initial sounds like /m/ moon. Ask student to say the names and initial sounds four to five times. Now ask students to circle the 'moon' that have letter 'M' written on them. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 51 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /m/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'M' on board using their fingers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

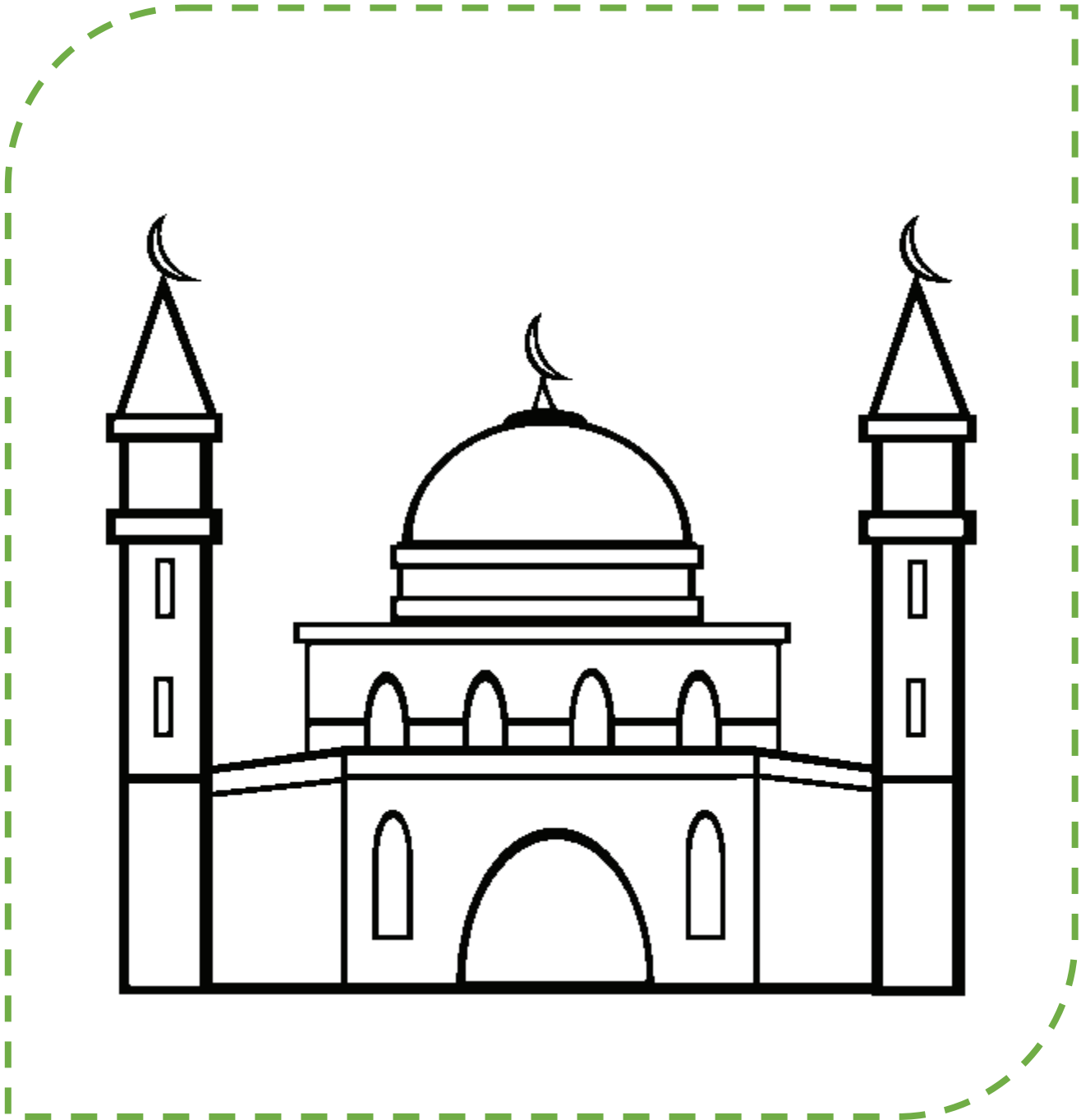
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the Masjid.



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

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

Topic: tracing/ identification

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Mm' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 51

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter card of the letter 'M and 'm' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'M and 'm' on the board. Tell students to write 'M', we draw a straight line down. Then draw a slant line right down and a slant line left up, and then draw a straight line down. Trace letter 'M' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'M and 'm'. Show some picture cards of letter 'M' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'M' on the board. Tell students to write 'M', we draw a straight line down. Then draw a slant line towards centre of the straight line, and then down to the sidewalk. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'M' on board.

Activity:

Ask them to open their text books at page 51. Read the statement of the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'M, 'm' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'M and 'm'. Once they find the block, encourage them to say name of an object that begins with /m/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Mm' sound aloud three to four times. Hold the letter card of 'M' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Mm' on all sorts of fun places. Encourage students at random to draw letter 'M' on different places, for example, "Draw 'M' on your hand". "Draw 'M' on the floor". "Draw 'M' on your partner's back". "Draw 'M' on your cheek". "Draw 'M' on the wall", etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'M and 'm'.

The worksheet contains three rows of handwriting practice. Each row starts with a dotted uppercase 'M' and a dotted lowercase 'm' for tracing. Red dots mark the starting points of the strokes. Below each row of tracing letters are four horizontal lines for independent practice.

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

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Topic: Letter 'N'

Date:

Objective(s):

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

- Recognise capital and small letter 'Nn' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, a picture of nurse, pompoms, glue, tray, sand, textbook page 52

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'N'. Draw a big letter 'N' shape on the board. Say the name of letter and its sound; for example, it is letter 'N', 'N' for /n/, /n/, /n/. Ask students to sit in a circle. Bring letter card of letter 'N' and a picture of nurse in the class. Show the letter card 'N' to students and tell them it is letter 'N'. 'N' for 'nurse'. /n/, /n/, /n/ 'Nurse'. Tell the students that nurses play very important role in our lives. They help doctors and people in the hospitals.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'N'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'N' and 'n' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'N', 'n' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 52. Read the letter with sound. Tell student that this is letter 'N', 'n' and its sound is /n/, /n/, /n/. Point to the first object (net) on the book and say /n/ "net". Repeat the name several times, clearly and slowly "This is /n/ "net". Ask students to say /n/ "net", /n/ "net" several times. Repeat the process with 'net' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'N' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'net', 'nut', 'needle' and 'nurse'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /n/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

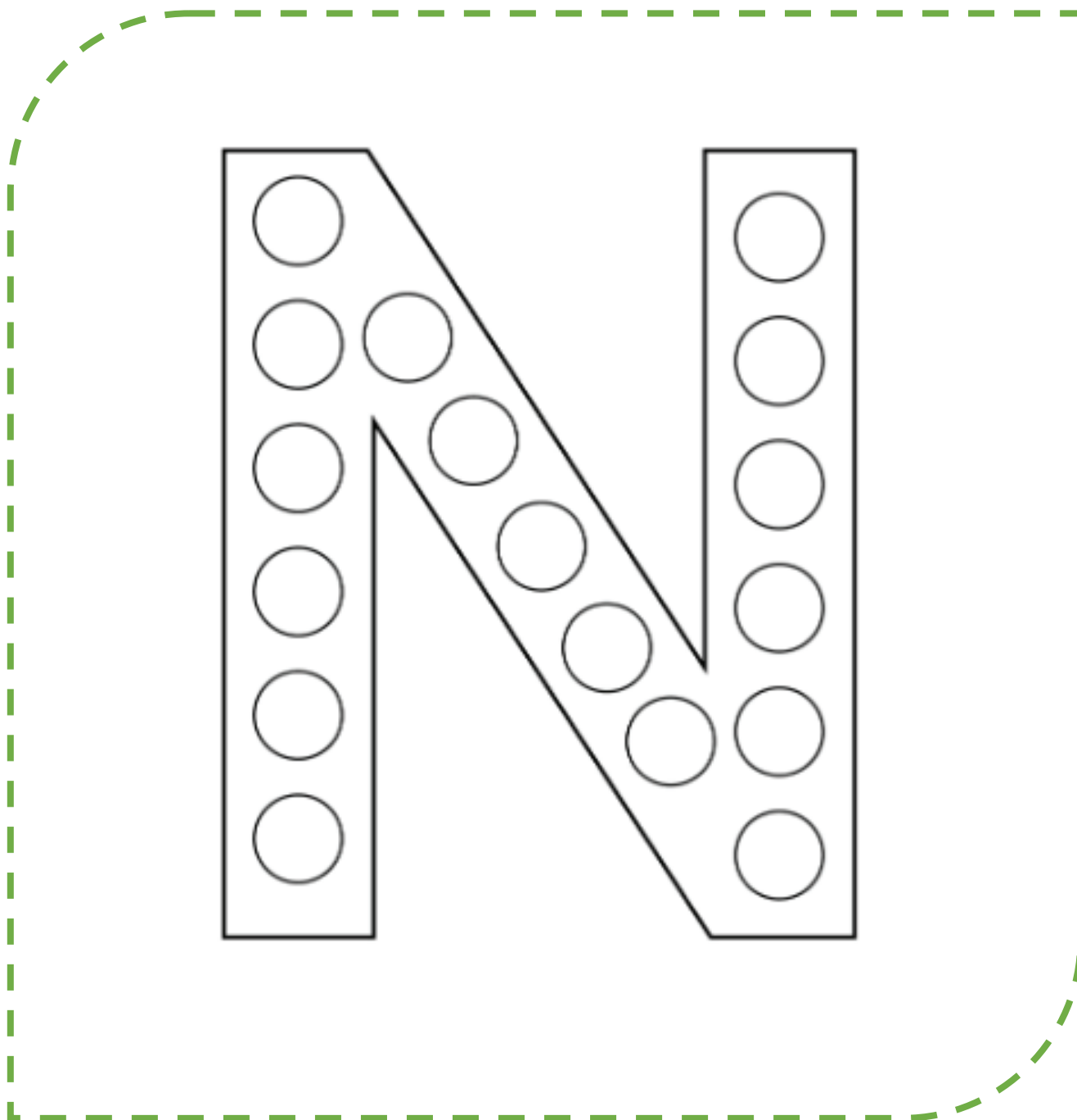
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Topic: letter 'N'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour objects of the capital small letter 'Nn' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 53

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of a 'nurse' to students and ask them to tell what is this.

Note their responses. Ask them to say the initial letter sound for 'nurse'. Trace a big letter 'N' on board.

Ask students and random to say the alphabet and its sound aloud. Show picture card of 'nurse' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Nn' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is nurse.' /n/, /n/, /n/ 'nurse'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'nurse'. Student will pick up the picture card for nurse and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /n/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 53. Read the statement for "Time to Colour" section aloud. Ask students to tell what letter they can see on page 53. Note their responses. Now ask students to colour the balloon with the capital letter 'N'. Praise them for correct answer. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 53 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /n/ sound.

Ask them to say the name of picture aloud. Ask students at random to write 'N' on board using their fingers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Colour the nest.



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

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Topic: Letter 'N'

Date: _____

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Nn' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 53

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'N' and 'n' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'N' and 'n' on the board. Tell students to write 'N', we draw a straight line top to down then draw a slanting line top to down after that draw a straight line down to up. Trace letter 'N' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'N' and 'n'. Show some picture cards of letter 'N' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'N' on the board. Tell students to write 'N', we draw we draw a straight line top to down then draw a slanting line top to down after that draw a straight line down to up. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'N' on board.

Activity:

Ask them to open their text books at page 53. Read the statement of the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'N', 'n' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'N' and 'n'. Once they find the block, encourage them to say name of an object that begins with /n/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Nn' sound aloud three to four times. Hold the letter card of 'N' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Nn' on all sorts of fun places. Encourage students at random to draw letter 'N' on different places, for example, "Draw 'N' on your hand". "Draw 'N' on the floor". "Draw 'N' on your partner's back". "Draw 'N' on your cheek". "Draw 'N' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'N' and 'n'.

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

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Topic: Letter 'O'

Date:

Objective(s):

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

- Recognise capital and small letter 'Oo' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, toy ostrich, pompoms, glue, tray, sand, textbook page 54

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'O'. Draw a big letter 'O' shape on the board. Say the name of letter and its sound; for example, it is letter 'O', 'O' for /o/, /o/, /o/. Ask students to sit in a circle. Bring letter card of letter 'O' and a toy ostrich in the class. Show the letter card 'O' to students and tell them it is letter 'O'. 'O' for 'ostrich'. /o/, /o/, /o/ 'ostrich'. Tell the students that ostrich is a bird which can run very fast. Its meat is very tasty. It is healthy as well.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'O'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'O' and 'o' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to you attentively and follow your instructions. Help them if need be. Encourage them to take turns and draw letter 'O', 'o' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 54. Read the letter with sound. Tell student that this is letter 'O', 'o' and its sound is /o/, /o/, /o/. Point to the first object (ostrich) on the book and say /o/ "ostrich". Repeat the name several times, clearly and slowly "This is /o/ "ostrich". Ask students to say /o/ "ostrich", /o/ "ostrich" several times. Repeat the process with 'octopus', 'onion' and 'olive' as well.

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

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'O' and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'octopus', 'olive', 'onion', and 'ostrich'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /o/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

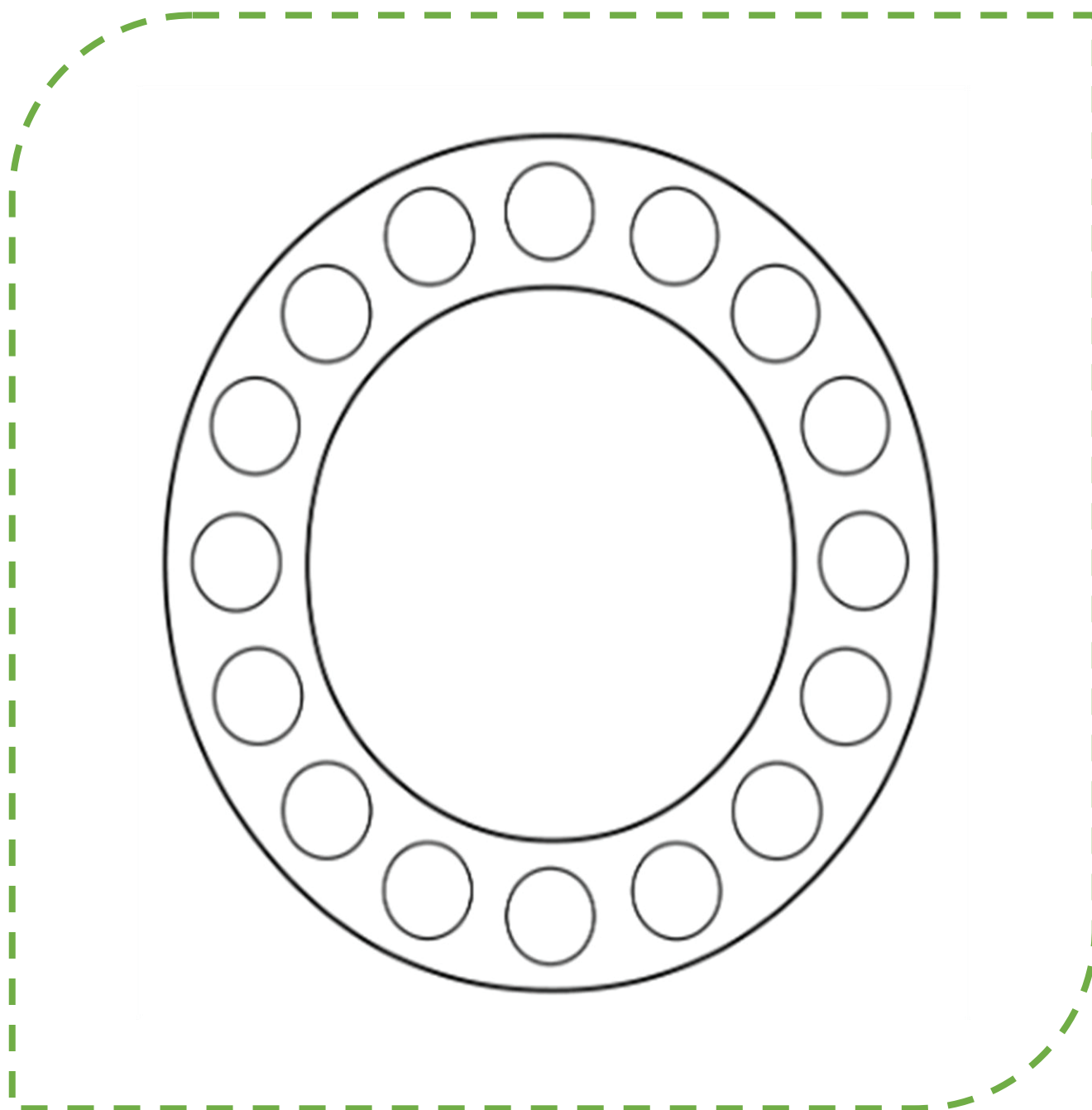
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 3

Topic: identification

Date:

Objective(s):

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

- Hold a pencil correctly.
- Circle objects of the capital small letter 'Oo' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 55

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 card of an 'octopus' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'octopus'. Trace a big letter 'O' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'octopus' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Oo' and place them between the circle. Throw a soft toy to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'octopus'. Student will pick up the picture card for octopus and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /o/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 55. Read the first statement aloud. Ask students to read the given letters on page 55. Note their responses. Now ask students to circle the capital 'O'. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 54 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /o/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'O' on board using their fingers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

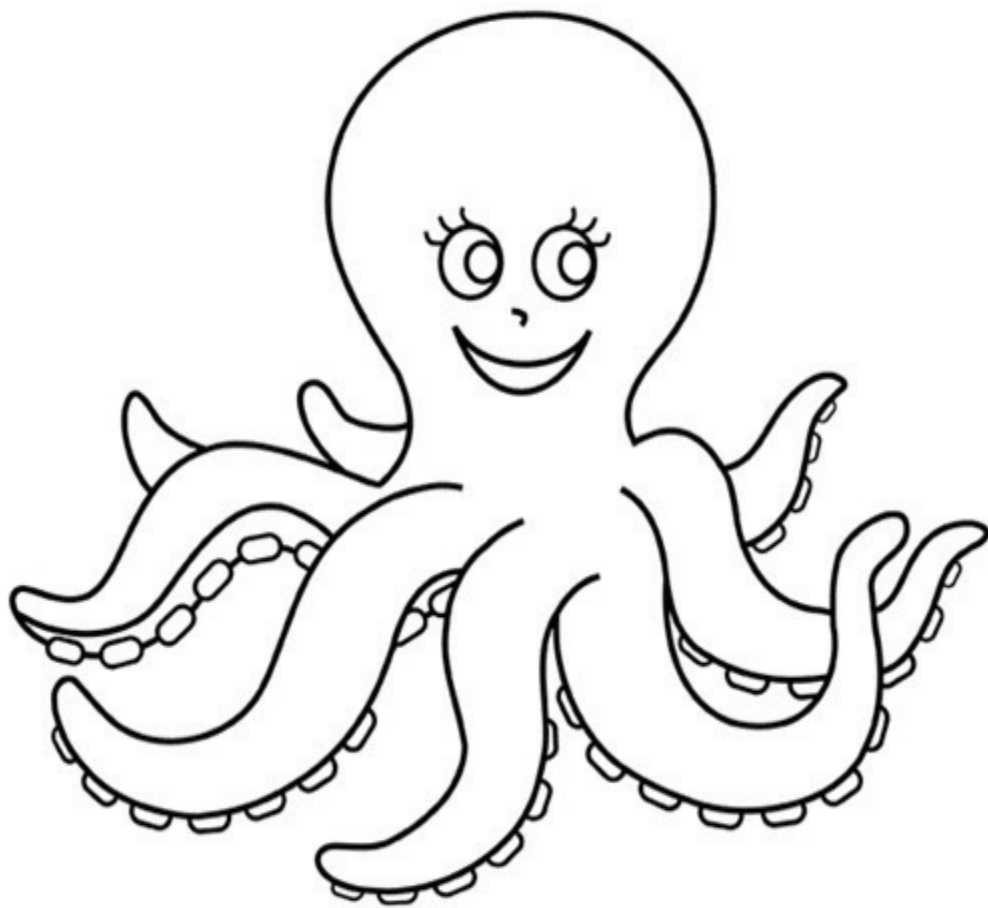
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the octopus.



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

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 4

Topic: tracing/ identification

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Oo' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

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

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter card of the letter 'O' and 'o' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'O' and 'o' on the board. Tell students to write 'O', we draw a complete circle to make letter 'O'.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'O' and 'h'. Show some picture cards of letter 'O' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'O' on the board. Tell students to write 'O', we draw a complete circle to make letter 'O'. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'O' on board.

Activity:

Ask them to open their text books at page 55. Read the statement of the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'O', 'h' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'O' and 'o'. Once they find the block, encourage them to say name of an object that begins with /o/ sound. Appreciate them for their correct answers.

Assessment:

(5 min)

Ask students to say the letter 'Oo' sound aloud three to four times. Hold the letter card of 'O' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can

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

use their magic fingers to trace the letter 'Oo' on all sorts of fun places. Encourage students at random to draw letter 'O' on different places, for example, "Draw 'O' on your hand". "Draw 'O' on the floor". "Draw 'O' on your partner's back". "Draw 'O' on your cheek". "Draw 'O' on the wall" etc. Appreciate them for their correct answers by clapping for them.

Homework:

(2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'O' and 'o'.

The worksheet contains three rows of tracing practice for the letter 'O' and 'o'. Each row starts with a dotted uppercase 'O' and a dotted lowercase 'o', followed by another set of three dotted 'O's and 'o's. Below each row of tracing letters are four blank lines for independent practice.

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

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Topic: Letter 'P'

Date:

Objective(s):

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

- Recognise capital and small letter 'Pp' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, pencil, pompoms, glue, tray, sand, textbook page 56

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 in exciting tone that today they are going to learn about letter 'P'. Draw a big letter 'P' shape on the board. Say the name of letter and its sound; for example, it is letter 'P', 'P' for /p/, /p/, /p/. Ask students to sit in a circle. Bring letter card of letter 'P' and a pencil in the class. Show the letter card 'P' to students and tell them it is letter 'P'. 'P' for 'pencil'. /p/, /p/, /p/ 'pencil'. Tell the students that we use pencil to write. There are different colours of pencils available.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'P'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'P' and 'p' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'P', 'p' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 56. Read the letter with sound. Tell student that this is letter 'P', 'p' and its sound is /p/, /p/, /p/. Point to the first object (panda) on the book and say /p/ "panda". Repeat the name several times, clearly and slowly "This is /p/ "panda". Ask students to say /p/ "panda", /p/ "panda" several times. Repeat the process for 'pencil', 'potato' and 'penguin' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'p' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'pencil' 'penguin', 'Panda' and 'potato'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /p/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

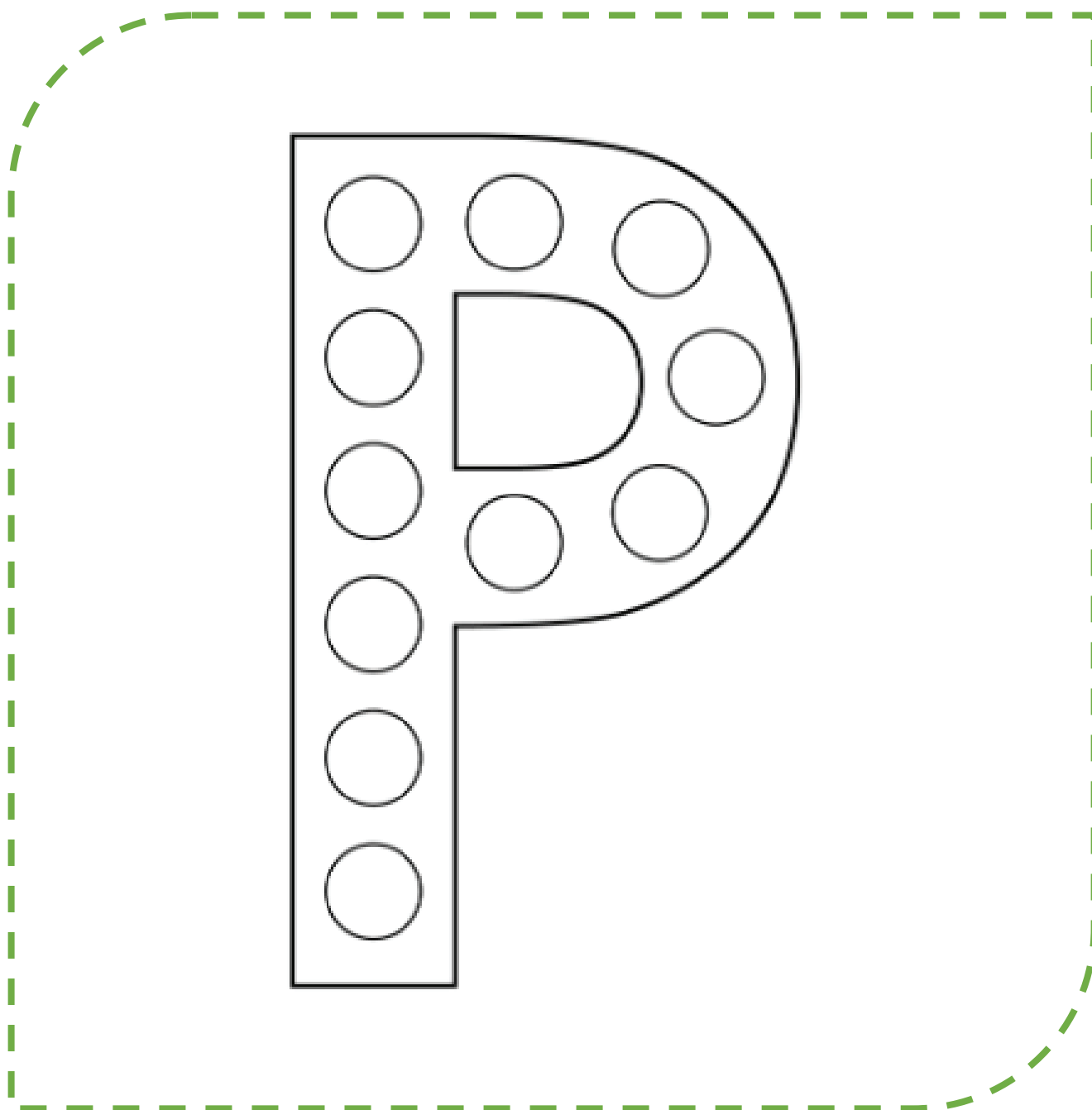
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

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

Topic: Letter 'P'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Match objects of the letter 'P' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 57

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 Pencil or picture card of a 'pencil' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'pencil'. Trace a big letter 'P' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'pencil' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Pp' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is pencil.' /p/, /p/, /p/ 'pencil'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'pencil'. Student will pick up the picture card for pencil and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /p/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 57. Read the statement from section "Time to Match" aloud. Ask students to tell what letter they can see on page 57. Ask them to say the name of the pictures aloud and their initial sounds four to five times. Now ask students to match the pictures that begin with letter 'P' with the letter "P". Praise and appreciate them for correct response. Ask them to follow your instruction.

Sum Up:

(3 min)

Read the names of objects on textbook page 57 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /p/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'P' on board using their fingers. Appreciate them for their correct answers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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

Worksheet

Name: _____

Date: _____

Colour the parrot.



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

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Topic: Letter 'P'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Pp' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 57

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter card of the letter 'P' and 'p' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'P' and 'p' on the board. Tell students to write 'P', we draw a straight line in upper three lines. Then we draw a half circle on the top.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'P' and 'p'. Show some picture cards of letter 'P' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'P' on the board. Tell students to write 'P', we draw a straight line in upper three lines. Then we draw a half circle on the top. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'P' on board.

Activity:

Ask them to open their text books at page 57. Read the statement of the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'P', 'p' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'P' and 'p'. Once they find the block, encourage them to say name of an object that begins with /p/ sound. Appreciate them for their correct answers.

Assessment:

(5 min)

Ask students to say the letter 'Pp' sound aloud three to four times. Hold the letter card of 'P' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they

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

can use their magic fingers to trace the letter 'Pp' on all sorts of fun places. Encourage students at random to draw letter 'P' on different places, for example, "Draw 'P' on your hand". "Draw 'P' on the floor". "Draw 'P' on your partner's back". "Draw 'P' on your cheek". "Draw 'P' on the wall", etc. Appreciate them for their correct answers by clapping for them.

Homework:

(2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace the letter 'P' and 'p'.

The worksheet contains three rows of handwriting practice. Each row begins with a dotted uppercase 'P' and a dotted lowercase 'p'. The letters are positioned on a set of three horizontal lines (top, middle, and bottom). The 'P' starts at a red dot on the top line, goes down to the bottom line, and curves back to the middle line. The 'p' starts at a red dot on the middle line, goes down to the bottom line, and curves back to the middle line. After each pair of letters, there is a large gap for independent practice.

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

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Topic: Letter Q

Date:

Objective(s):

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

- Recognise capital and small letter 'Qq' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, pompoms, glue, tray, sand, textbook page 58

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Tell students in exciting tone that today they are going to learn about letter 'Q'. Draw a big letter 'Q' shape on the board. Say the name of letter and its sound; for example, it is letter 'Q', 'Q' for /q/, /q/, /q/. Ask students to sit in a circle. Bring letter card of letter 'Q' and quill to the classroom. Show the letter card 'Q' to students and tell them it is letter 'Q'. 'Q' for 'quill'. /q/, /q/, /q/ 'quill'.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'Q'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'Q' and 'q' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'Q', 'q' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 58. Read the letter with sound. Tell student that this is letter 'Q', 'q' and its sound is /q/, /q/, /q/. Point to the first object (Quran) on the book and say /q/ "Quran". Repeat the name several times, clearly and slowly "This is /q/ "Quran". Ask students to say /q/ "Quran", /q/ "Quran" several times.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'Q' and its sound. Repeat the objects by saying their names and initial sounds.

Assessment:

(5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'Quran' 'quilt', 'quill', and 'quail'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of

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

the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /q/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

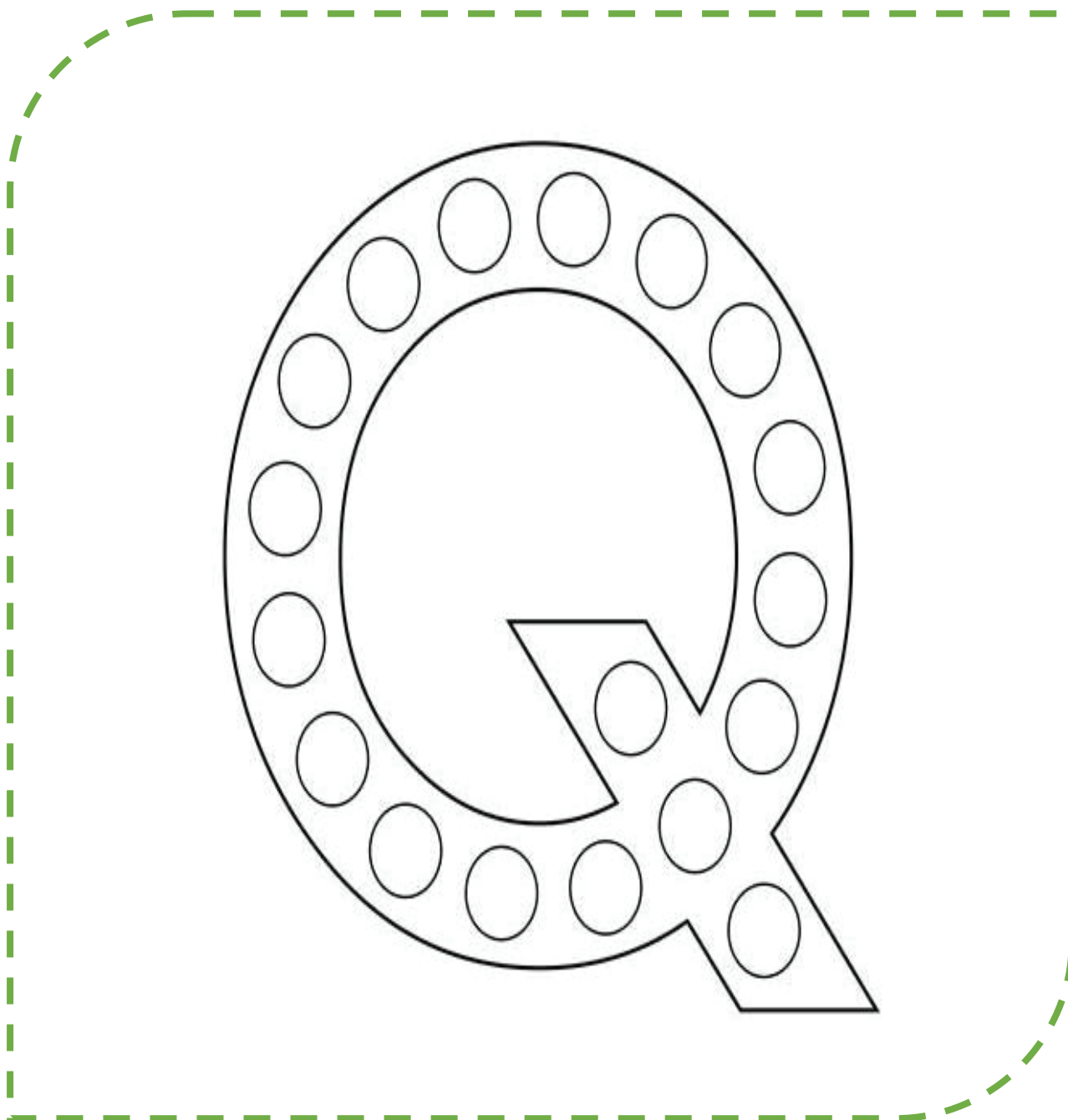
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 4

Topic: Letter Q

Date:

Objective(s):

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

- Hold a pencil correctly.
- Find the way by joining the capital letter 'Qq' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 59

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'. Ask students to sit in a circle. Show a picture card of a 'quill' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'quill'. Trace a big letter 'Q' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'dear' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Qq' and place them between the circle. Bring a ball and throw towards students at random to catch. Ask students at random to tell what is this. Say aloud, 'This is letter 'Q' /q/, /q/, /q/. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'quill'. Student will pick up the picture card for quail and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /q/.

Activity: Ask students to open their textbooks at page 59. Read the statement from the "Time to Find" section aloud. Ask students to tell what picture they can see on page 59. Note their responses. Ask student to say the name of the bird and its initial sound four to five times. Now ask students to help the Quail find to its nest by joining each capital letter 'Q'. Ask them to follow your instruction and appreciate them for their work.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'Q' and its sound. Read the names of objects on textbook page 59 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /q/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'Q' on board using their fingers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

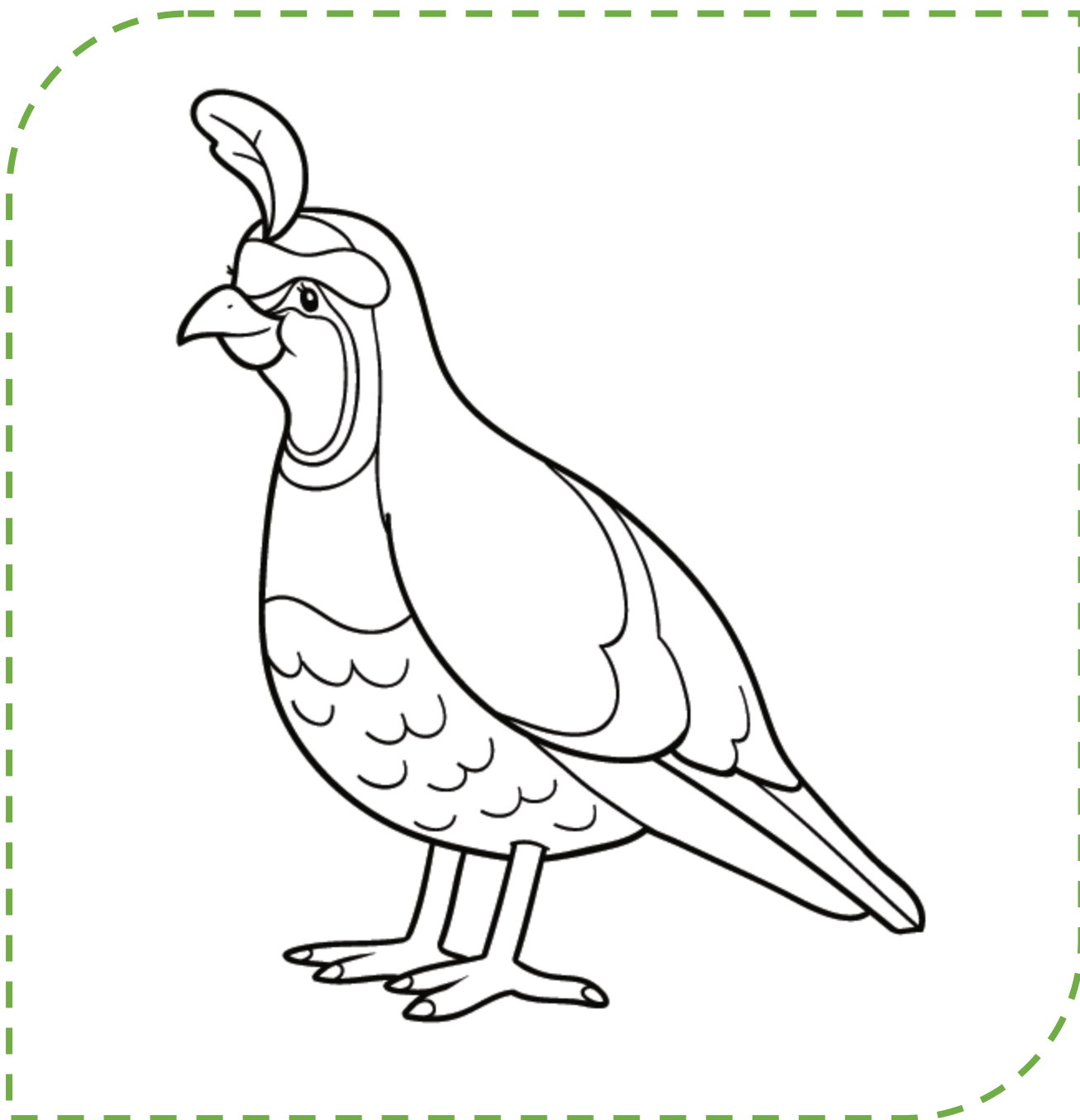
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the quail.



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

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Topic: Letter Q

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Qq' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 59

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'Q' and 'q' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'Q' and 'q' on the board. Tell students to write 'Q', we start at the top, go all the way around to make a circle. Put a slant on the side. Trace letter 'Q' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'Q' and 'q'. Show some picture cards of letter 'Q' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'Q' on the board. Tell students to write 'Q', we start at the top, go all the way around to make a circle. Put a slant on the side. Trace letter 'Q' along with explanation so that student can understand better. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'Q' on board.

Activity:

Ask them to open their text books at page 59. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'Q', 'q' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'Q' and 'q'. Once they find the block, encourage them to say name of an object that begins with /q/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Qq' sound aloud three to four times. Hold the letter card of 'Q' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Qq' on all sorts of fun places. Encourage students at random to draw letter 'Q' on different places, for example, "Draw 'Q' on your hand". "Draw 'Q' on the floor". "Draw 'Q' on your partner's back". "Draw 'Q' on your cheek". "Draw 'Q' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

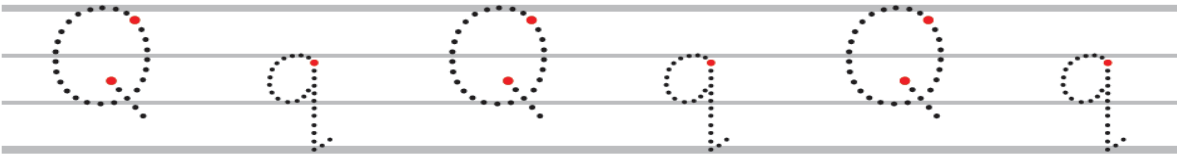
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

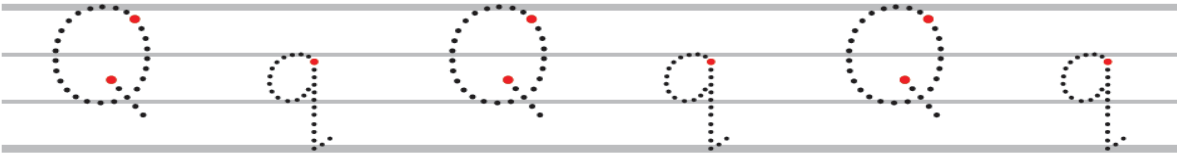
Worksheet

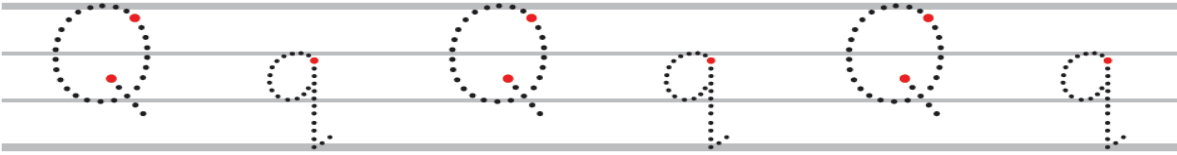
Name: _____

Date: _____

Trace and write letter 'Qq'.







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

Term: 2

Periodic Unit: 2

Week:4

Lesson Plan: 1

Topic: Letter 'R'

Date:

Objective(s):

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

- Recognise capital and small letter 'Rr' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, racket, pompoms, glue, tray, sand, textbook page 60

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 in exciting tone that today they are going to learn about letter 'R'. Draw a big letter 'R' shape on the board. Say the name of letter and its sound; for example, it is letter 'R', 'R' for /r/. /r/, /r/. Ask students to sit in a circle. Bring letter card of letter 'R' and a racket in the class. Show the letter card 'R' to students and tell them it is letter 'R'. 'R' for 'racket'. /r/, /r/, /r/ 'racket'. Tell the students that rackets are used to play different games like tennis, badminton, etc.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter R. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'R' and 'r' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'R', 'r' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 60. Read the letter with sound. Tell student that this is letter 'R', 'r' and its sound is /r/, /r/, /r/. Point to the first object (rat) on the book and say /r/ "rat". Repeat the name several times, clearly and slowly "This is /r/ "rat ". Ask students to say /r/ "rat", /r/ "rat" several times. Repeat the process for 'rock', 'racket', and 'rocket' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'R' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'rat', 'rock', 'racket', and 'rocket'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /r/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

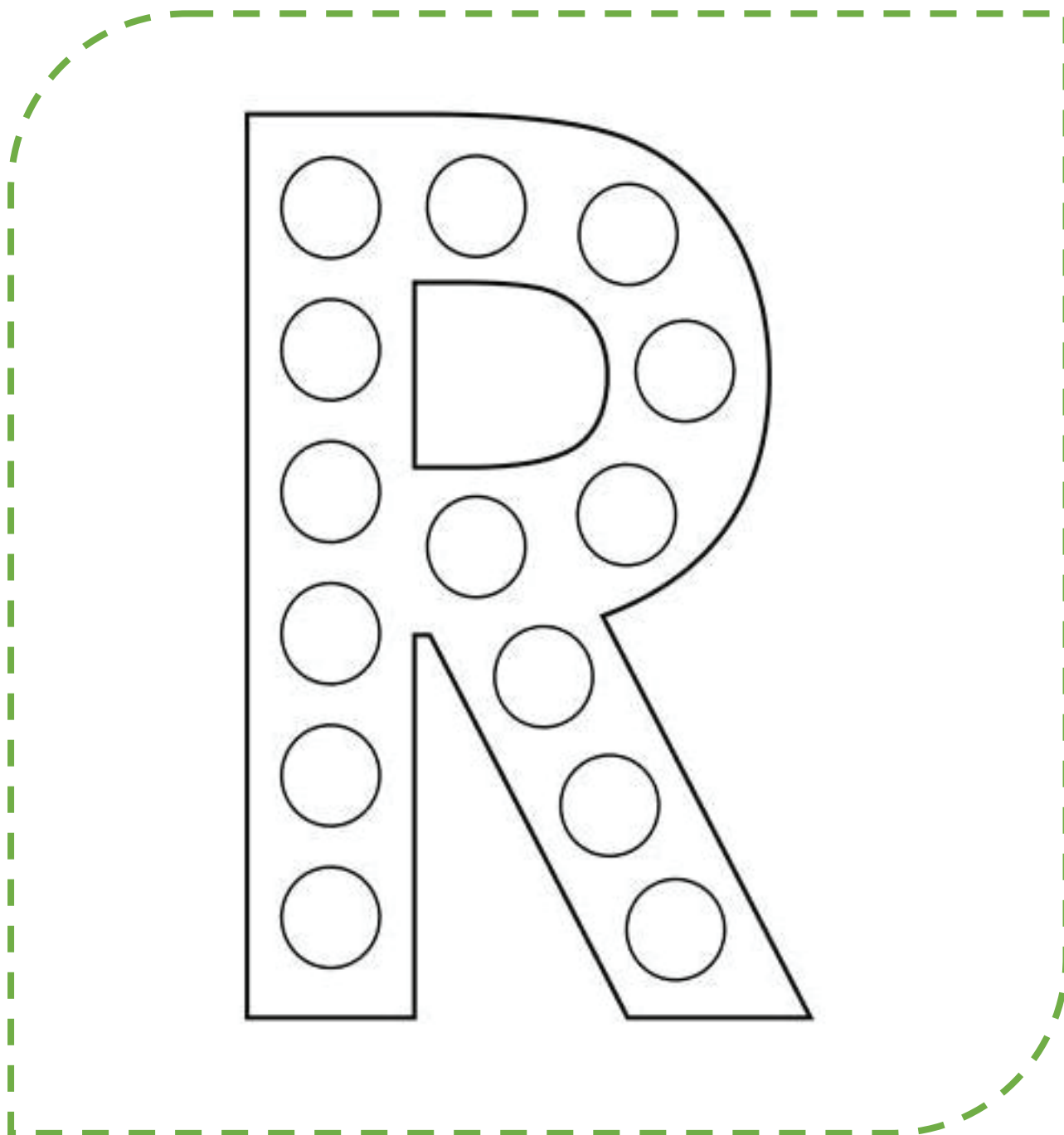
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Topic: Letter R

Date:

Objective(s):

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

- Hold a pencil correctly.
- Match objects of the capital letter 'R' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 61

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of a 'racket' to students and ask them to tell what is this.

Note their responses. Ask them to say the initial letter sound for 'racket'. Trace a big letter 'R' on board.

Ask students and random to say the racket and its sound aloud. Show picture card of 'rocket' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'R' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a racket' /r/, /r/, /r/ 'racket'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'racket'. Student will pick up the picture card for racket and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /r/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 61. Read the first statement aloud. Ask students to tell what letters they can see on page 61. Note their responses. Ask them to say the name of the letters aloud. Ask students to say the name of picture with its initial sounds like 'R' /r/, 'R' /r/ 'rat' etc. Ask student to say the initial sound four to five times. Now ask students to match the picture with letter capital 'R'. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 60 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /r/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'R' on board using their fingers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Colour the rabbit.



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

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Topic: Letter R

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Rr' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 61

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'R' and 'r' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'R' and 'r' on the board. Tell students to write 'R', we draw a straight line first. Then, start at the top and go around; slant down. Trace letter 'R' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'R' and 'r'. Show some picture cards of letter 'R' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'R' on the board. Trace the letter 'R' and 'r' on the board. Tell students to write 'R', we draw a straight line first. Then, start at the top and go around; slant down. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'R' on board.

Activity:

Ask them to open their text books at page 61. Read the statement from the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'R', 'r' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'R' and 'r'. Once they find the block, encourage them to say name of an object that begins with /r/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Rr' sound aloud three to four times. Hold the letter card of 'R' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Rr' on all sorts of fun places. Encourage students at random to draw letter 'R' on different places, for example, "Draw 'R' on your hand". "Draw 'R' on the floor". "Draw 'R' on your partner's back". "Draw 'R' on your cheek". "Draw 'R' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'R' and 'r'.

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

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Topic: Review

Date:

Objective(s):

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

Review 3

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 62, picture cards, letter 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'. Ask students to sit in a circle. Show a picture card of a 'moon' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'moon'. Then, show a picture card of a 'net' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'net'. Show picture card of 'ostrich', 'panda' etc. to students and repeat the process with other students. Make sure to involve all students in activity. Appreciate them all by clapping to boost confidence.

Main Activities/Concept Building:

(27 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'M' and place them between the circle. Throw a soft toy to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'rat'. Student will pick up the picture card for 'rat' and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Now bring picture cards for letter 'M', 'N', 'O', 'P', 'Q' 'R' and repeat the process with other students as well. Ask them to open textbook page 62 and read the alphabets aloud with correct pronunciation.

Activity: Ask students to open their textbooks at page 62. Read the statement aloud. Read the words aloud with correct pronunciation focusing on the initial sounds of the words. Show them the picture cards of 'moon', 'net', 'onion' and 'needle'. Ask them to guess the names and say the initial sound for each picture card. Now encourage them to tick the word which had initial sound of letter 'n' and appreciate them.

Activity: Ask students to look at the pictures carefully at page 62. Ask them to guess the names and encourage them to say the names aloud. Ask them to share the initial sound of each picture, 'Masjid', 'needle', 'ostrich', 'panda' and 'quail', 'rat'. Read the statement and ask students to say two to three sentences about the pictures. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'm', 'n', 'o', 'p', 'q' and 'r' and its sound.

Assessment:

(5 min)

Put different picture cards on table. Ask them to say the name of picture aloud. Ask students to sort the cards and find one's with the initial /n/ and /q/ sound.

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

Term: 2 Periodic Unit: 2 Week: 4 Lesson Plan: 5
Unit Name: Topic: Review Date:

Objective(s):

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

Review 1

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 63, picture cards, letter cards, alphabet blocks

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter cards of the letter 'm' to 'r' in the class and paste them on the board. Ask the students to name them and pronounce their sound. Draw big letters 'M', 'N', 'O', 'P', 'Q' 'R' on the board. Tell students how to write each letter by demonstrating the writing pattern for each alphabet.

Main Activities/Concept Building: (27 min)

Show some picture cards of letter 'M' to 'R' to students and ask them to say their names. Ask student to open their textbooks at page 63 and tell the names of pictures they can see. Ask them to say the names aloud and share their initial sounds. Ask them to circle the correct letters for the given pictures. Appreciate them for correct answers.

Activity: Tell the students that today they are going to trace the letters 'Mm' to 'Rr'. Ask them to open their text books at page 63. Read the statement. Ask students to say the letters and pronounce its sound aloud. Tell them that they are going to trace letters in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks. Once they have traced the first row, ask them to continue with the next line. After tracing the first line, encourage students to trace the next line independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up: (3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with different letters. Once they find the block, encourage them to say name of an object that begins with these letter sound. Appreciate them for their correct answers.

Assessment: (5 min)

Ask students to say the letters sound aloud three to four times. Ask students at random to come in front of the class and write letters on board with correct pencil holding posture.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Topic: Poem

Date:

Objective(s):

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

Read poem with actions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 64

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make students sit in a circle. Ask students at random if they like poems. Ask them to tell which poem they like the most. Tell them that today we are going to learn a poem. Paste pictures of poem characters on the board and discuss them with students.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read a poem 'Itsy Bitsy Spider'. Ask them to open textbook page 64. Ask them to look at the given pictures of the poem carefully. Read the title of the poem aloud and ask student to repeat after you. Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat.

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line after you and performs the actions. Read the lines twice and ask students to repeat the action. Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

Sum Up:

(3 min)

Read the poem again and ask students to repeat after you 3-4 times.

Assessment:

(5 min)

Read the poem and ask student to perform the actions according to the poem. Appreciate them for their correct responses.

Homework:

(2 min)

Read the poem on textbook page 28 at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

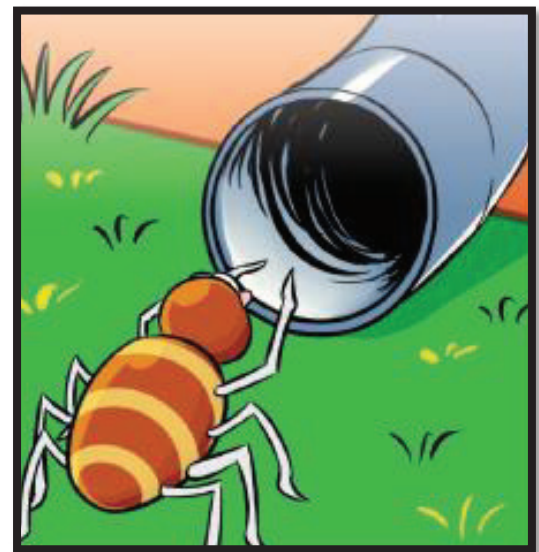
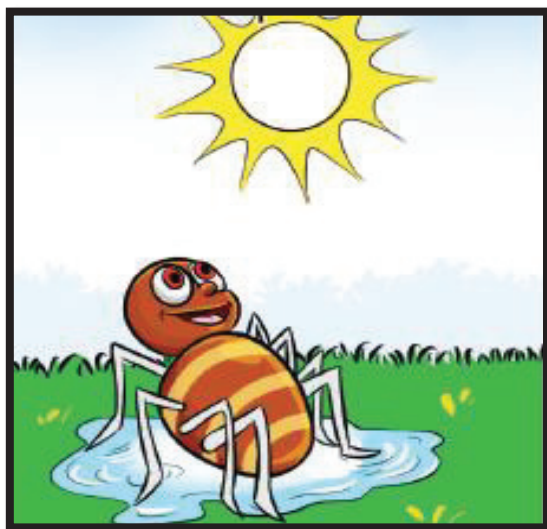
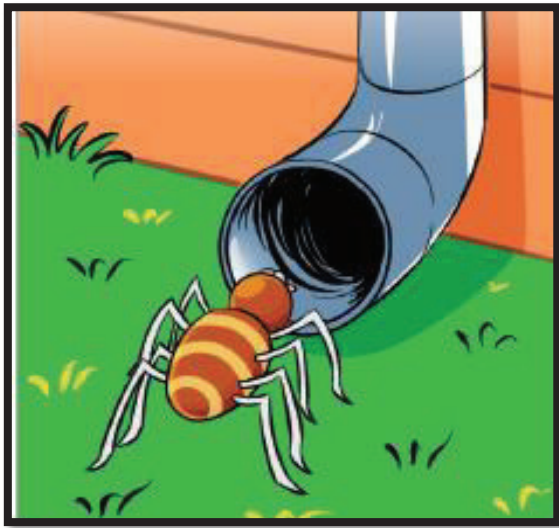
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 2

Topic: Picture Story

Date:

Objective(s):

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

- Look at pictures and make 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 65

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'. Ask students at random to tell the name of their favourite story. Ask them to come in front of the class and share the story to fellow students. Appreciate him/her for their correct response. Ask another student at random to share the name of their favourite story. Make sure to involve all students in the activity one by one. Appreciate them all by clapping to boost their confidence.

Main Activities/Concept Building:

(25 min)

Activity 1: Tell the students that today they are going to read a new picture story 'The Lost Kitty' and number the pictures of the picture story. Ask them to open their textbooks at page 65. Read the statement aloud. Ask students to look at the given picture carefully. Ask students at random to tell what is happening in the first picture. Note their responses. Now ask students to look at the second picture carefully. Encourage them to guess what is happening in all pictures one by one. Note their responses. Appreciate students for their correct answers. Tell them the picture story. Story: Once Kitty wanted to go outside with his friends. Her mother advised her, "Do not go far away. It is not safe." She promised her mother to do that. She saw rats outside and started to chase them. She was lost. She became sad. She did not know how to get back to her home. She started prays. When she met a pigeon. The pigeon helped her to reach home. Encourage students at random to come in front of the class and retell the story they just learnt. Appreciate them for their correct answers by clapping for them.

Activity 2: Ask students to look at the pictures again. These pictures are of the story they have just listen. Ask them to number the picture story in correct sequence. First do it orally, then ask them to write in their books.

Sum Up:

(3 min)

Sum up the lesson by revising the concept again.

Assessment:

(5 min)

Ask students at random to tell how many characters are there in the story. Note their response.

Homework:

(2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan:

3

Topic: Picture Story

Date:

Objective(s):

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

- Tell about favorite story.
- Identify picture story characters and colour them.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 65

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 at random to tell the name of their favourite story. Ask them to come in front of the class and share the story to fellow students. Ask students to share some information about the story they just have read in their textbooks. Encourage them to say the name of character of the story aloud as well. Make sure to involve all students in the activity one by one. Appreciate them all by clapping to boost their confidence.

Main Activities/Concept Building:

(25 min)

Activity 1: Tell the students that today they are going to identify story characters. Recall the story given on page 65 of the textbook for better understanding of students. Ask students to look at the given pictures carefully. Ask students at random to guess what is happening in these pictures one by one. Note their responses.

Activity 2: Make them sit in a circle. Read the story and show them the pictures one by one for them. Tell them to open textbook page 65. Read the statement. Ask them to look at the characters. Tell them to colour the character of the story they have just read. Correct them if need be.

Sum Up:

(3 min)

Sum up the lesson by reading the story again.

Assessment:

(5 min)

Ask students at random to tell how the bird help the kitty in the story. Note their responses. Ask them if they help their friends in need. Appreciate them for their answers.

Homework:

(2 min)

N/A.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

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

Topic: revision (M-R) **Date:**

Objective(s):

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

Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 50-63, picture cards, 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'.

Ask students to sit in a circle. Bring letter cards and place them on the table. Pick a random letter card and say its name. encourage students to say the sound of letter. Now encourage them to share the names of objects that begins with letter. Appreciate them all for their correct responses by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that it's your review class today.

Activity:

Bring picture cards and letter card in class room and show it to students. Pick any picture card and ask students at random to say the name and initial sound of it. For example, /m/ 'moon'. Appreciated them all by clapping for their correct answers. Now encourage a student at random to find the card of capital letter 'M'. Say aloud 'M' 'moon'. /m/ 'map'. Repeat the process four to five times. Do this activity for other letters 'n-r'.

Encourage students at random to come in front of the class and write capital letter of your choice on board. Appreciate them by clapping to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by revising the concepts again.

Assessment:

(5 min)

Ask different questions about alphabets and objects from random students. Such as; have you seen a panda in zoo? Have you used a pencil? What is the colour of an ostrich? etc.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		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 (M-R)

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 50-63, picture cards, 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'.

Ask students to sit in a circle. Bring letter cards and place them on the table. Pick a random letter card and say its name. encourage students to say the sound of letter. Now encourage them to share the names of objects that begins with letter. Appreciate them all for their correct responses by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that it's your review class today.

Activity 1:

Bring picture cards and letter card in class room and show it to students. Pick any picture card and ask students at random to say the name and initial sound of it. For example, /o/ 'octopus'. Appreciated them all by clapping for their correct answers. Now encourage a student at random to find the card of capital letter 'O' and say aloud 'O' 'octopus'. /o/ 'octopus'. Repeat the process four to five times with rest of the alphabets.

Encourage students at random to come in front of the class and write capital letter of your choice on board. Appreciate them by clapping to boost their confidence.

Activity 2:

Provide the given worksheet and ask them to say the letters and pronounce their sounds aloud. Tell them that they are going to trace letters. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters. Once they have traced the first row, ask them to continue with the next line.

Sum Up:

(3 min)

Sum up the lesson by revising the concepts again.

Assessment:

(5 min)

Ask different questions about alphabets and objects from random students. Such as; have you seen a quail? Which nut you like the most? Do you know any nurse? etc.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Trace the given letters.

The worksheet contains three rows of handwriting practice. Each row starts with a set of dotted letters for tracing on a four-line grid. The first row features the letter 'M' (uppercase) and 'm' (lowercase) repeated six times. The second row features the letter 'N' (uppercase) and 'n' (lowercase) repeated six times. The third row features the letter 'O' (uppercase) and 'o' (lowercase) repeated six times. Each row of tracing is followed by three empty four-line grids for independent practice.

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

Handwriting practice lines for the letter 'P' and 'p'. The first row shows the letter 'P' and 'p' on a three-line grid, with a red dot indicating the starting point for the stroke. The second row shows the letter 'P' and 'p' on a three-line grid, with a red dot indicating the starting point for the stroke. The third row shows the letter 'P' and 'p' on a three-line grid, with a red dot indicating the starting point for the stroke.

Handwriting practice lines for the letter 'Q' and 'q'. The first row shows the letter 'Q' and 'q' on a three-line grid, with a red dot indicating the starting point for the stroke. The second row shows the letter 'Q' and 'q' on a three-line grid, with a red dot indicating the starting point for the stroke. The third row shows the letter 'Q' and 'q' on a three-line grid, with a red dot indicating the starting point for the stroke.

Handwriting practice lines for the letter 'R' and 'r'. The first row shows the letter 'R' and 'r' on a three-line grid, with a red dot indicating the starting point for the stroke. The second row shows the letter 'R' and 'r' on a three-line grid, with a red dot indicating the starting point for the stroke. The third row shows the letter 'R' and 'r' on a three-line grid, with a red dot indicating the starting point for the stroke.

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

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 1

Topic: Letter 'Ss'

Date:

Objective(s):

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

- Recognise capital and small letter 'Ss' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, a picture of snail, pompoms, glue, tray, sand, textbook page 66

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'S'. Draw a big letter 'S' shape on the board. Say the name of letter and its sound; for example, it is letter 'S', 'S' for /s/, /s/, /s/. Ask students to sit in a circle. Bring letter card of letter 'S' and a picture snail in the class. Show the letter card 'S' to students and tell them it is letter 'S'. 'S' for 'snail'. /s/, /s/, /s/ 'snail'. Tell the students that this is a snail. We see it in the hilly areas mostly. It moves very slowly.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'S'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'S' and 's' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'S', 's' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 66. Read the letter with sound. Tell student that this is letter 'S', 's' and its sound is /s/, /s/, /s/. Point to the first object (Snail) on the book and say /s/ "snail". Repeat the name several times, clearly and slowly "This is /s/ "Snail". Ask students to say /s/ "Snail", /s/ "Snail" several times. Repeat the process for 'sparrow', 'spoon' and 'strawberry' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'S' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'Snail' 'sparrow', 'spoon' and 'strawberry'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /s/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

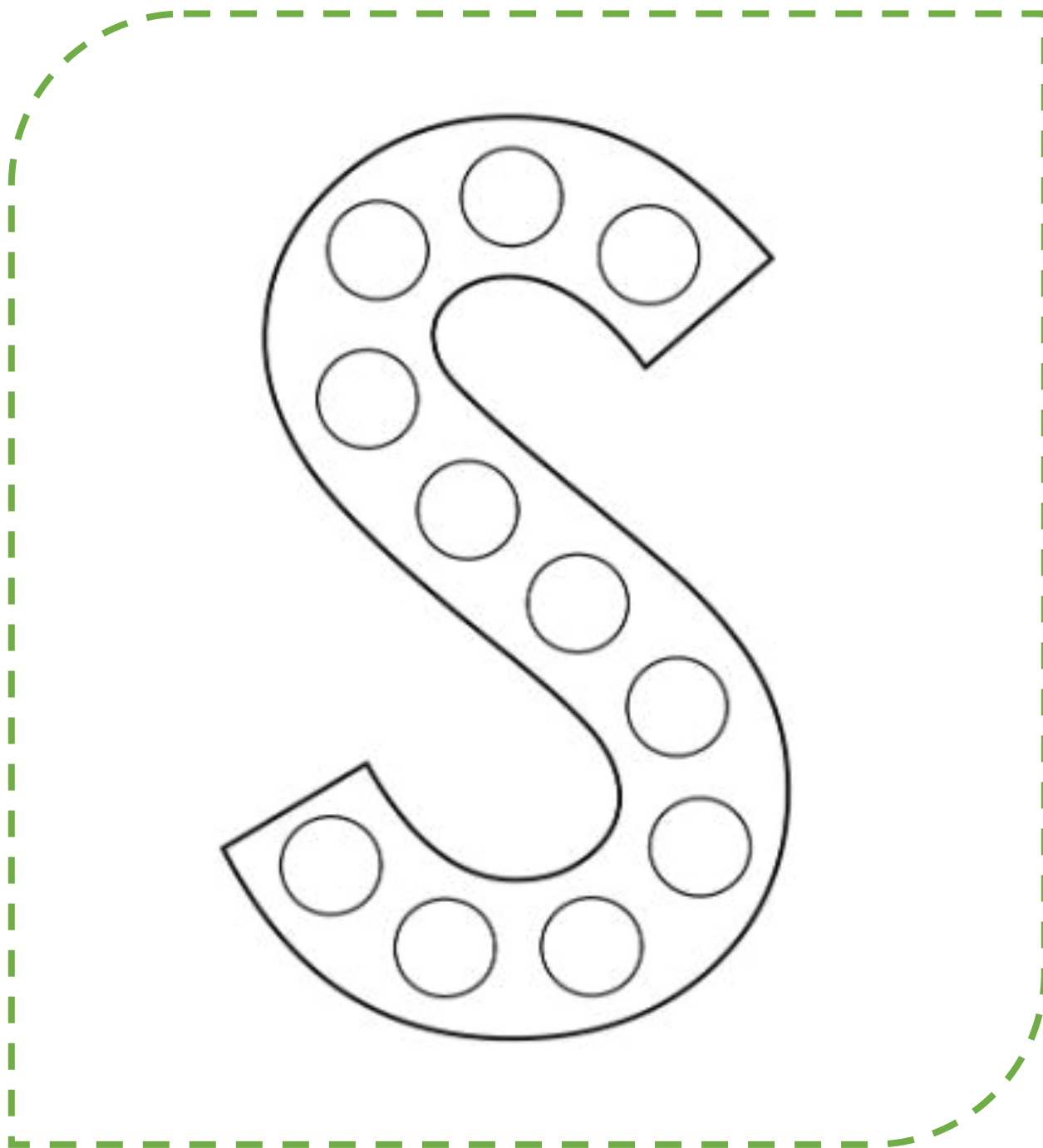
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'S'.



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

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Topic: Letter 'S'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Circle objects of the capital letter 'S' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 67

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 card of a sparrow to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'sparrow'. Trace a big letter 'S' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'spoon' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Ss' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a sparrow.' /s/, /s/, /s/ 'sparrow'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'strawberry'. Student will pick up the card for 'strawberry' and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /s/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 67. Read the statement of "Time to circle" section aloud. Ask students to tell what picture they can see on page 67. Note their responses. Ask students to say the name of picture with their initial sounds like /s/ snail. Ask student to say the names and initial sounds four to five times. Now ask students to circle the pictures that begin with letter 'S'. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 67 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /s/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'S' on board using their fingers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

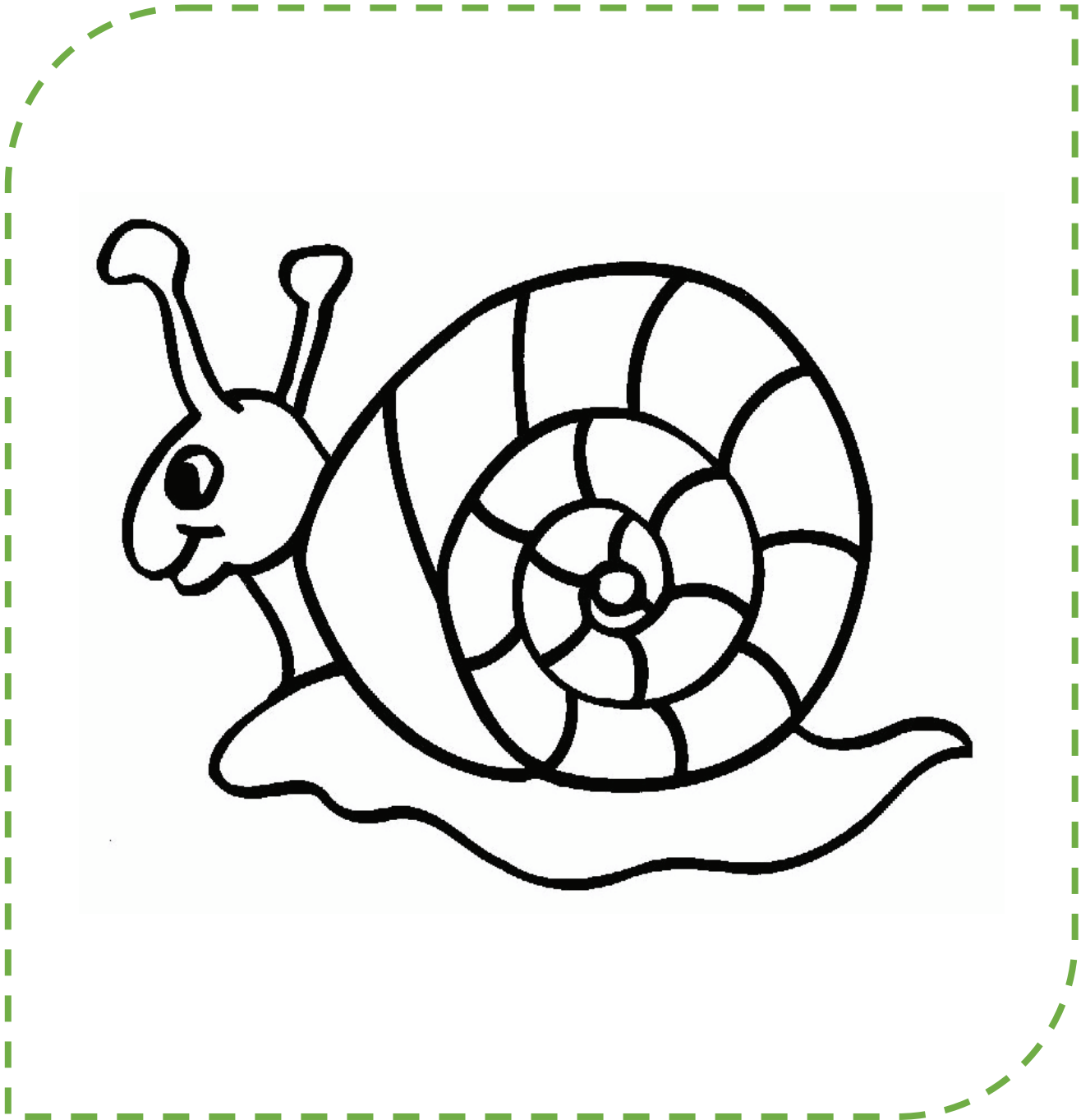
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the Snail.



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

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Topic: Letter 'S'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Ss' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 67

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter card of the letter 'S' and 's' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'S' and 's' on the board. Tell students to write 'S', we start from the top to left, turn down by a slanting line and go all the way up. Move your hand like the shape of a snake. Trace letter 'S' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'S' and 's'. Show some picture cards of letter 'S' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'S' on the board. Tell students to write 'S', we draw a start from the top to left, turn down by a slanting line and go all the way up. Move your hand like the shape of a snake. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'S' on board.

Activity:

Ask them to open their text books at page 67. Read the statement of the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'S', 's' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'S' and 's'. Once they find the block, encourage them to say name of an object that begins with /s/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Ss' sound aloud three to four times. Hold the letter card of 'S' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Ss' on all sorts of fun places. Encourage students at random to draw letter 'S' on different places, for example, "Draw 'S' on your hand". "Draw 'S' on the floor". "Draw 'S' on your partner's back". "Draw 'S' on your cheek". "Draw 'S' on the wall", etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'S' and 's'.

This is a handwriting practice sheet for the letter 'S'. It features three rows of four-lined guides. Each row begins with a dotted uppercase 'S' and a dotted lowercase 's', both with a red starting dot. The remaining space in each row is left blank for practice. The entire sheet is framed by a green border.

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

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Topic: Letter 'Tt'

Date:

Objective(s):

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

- Recognise capital and small letter 'Tt' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, a picture of telephone, pompoms, glue, tray, sand, textbook page 68

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 in exciting tone that today they are going to learn about letter 'T'. Draw a big letter 'T' shape on the board. Say the name of letter and its sound; for example, it is letter 'T', 'T' for /t/, /t/, /t/. Ask students to sit in a circle. Bring letter card of letter 'T' and a picture of telephone in the class. Show the letter card 'T' to students and tell them it is letter 'T'. 'T' for 'telephone'. /t/, /t/, /t/ 'Telephone'. Tell the students that telephones play very important role in our lives. We use them for conversation, they connect people irrespective of distance.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'T'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'T' and 't' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'T', 't' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 68. Read the letter with sound. Tell student that this is letter 'T', 'T' and its sound is /t/, /t/, /t/. Point to the first object (telephone) on the book and say /t/ "telephone". Repeat the name several times, clearly and slowly "This is /t/ " telephone". Ask students to say /t/ " telephone", /t/ " telephone" several times. Repeat the process with other objects 'tiger', 'table' and 'turtle' as well.

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

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'T' and its sound. Repeat the objects by saying their names and initial sounds.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'tiger', 'table' 'turtle' and 'telephone'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /t/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

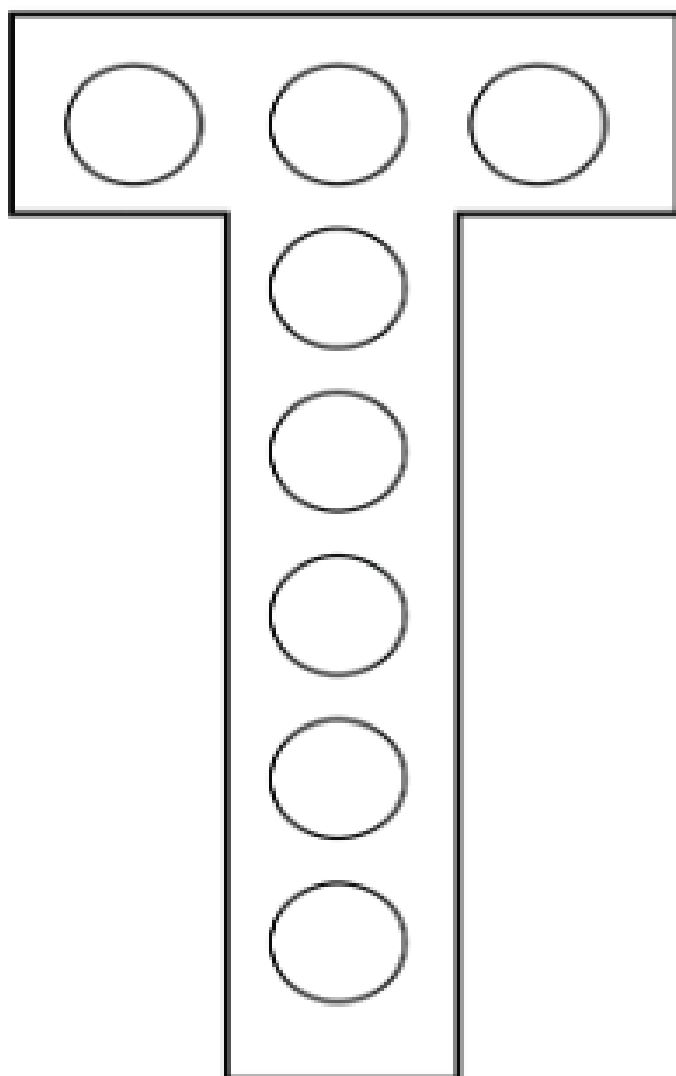
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'T'.



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

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Topic: letter 'T'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Join the capital letter 'T' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 69

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of a 'telephone' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'telephone'. Trace a big letter 'T' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'telephone' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Tt' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is telephone.' /t/, /t/, /t/ 'telephone'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'telephone'. Student will pick up the picture card for telephone and show to you and class fellows. Appreciate student for correct answer by clapping. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /t/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 69. Read the statement for "Time to Join" section aloud. Ask students to tell what letter they can see on page 69. Note their responses. Now ask students to join the capital letter 'T' to help sparrow to find its way to the tree. Praise them for correct answer. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 68 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /t/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'T' on board using their fingers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

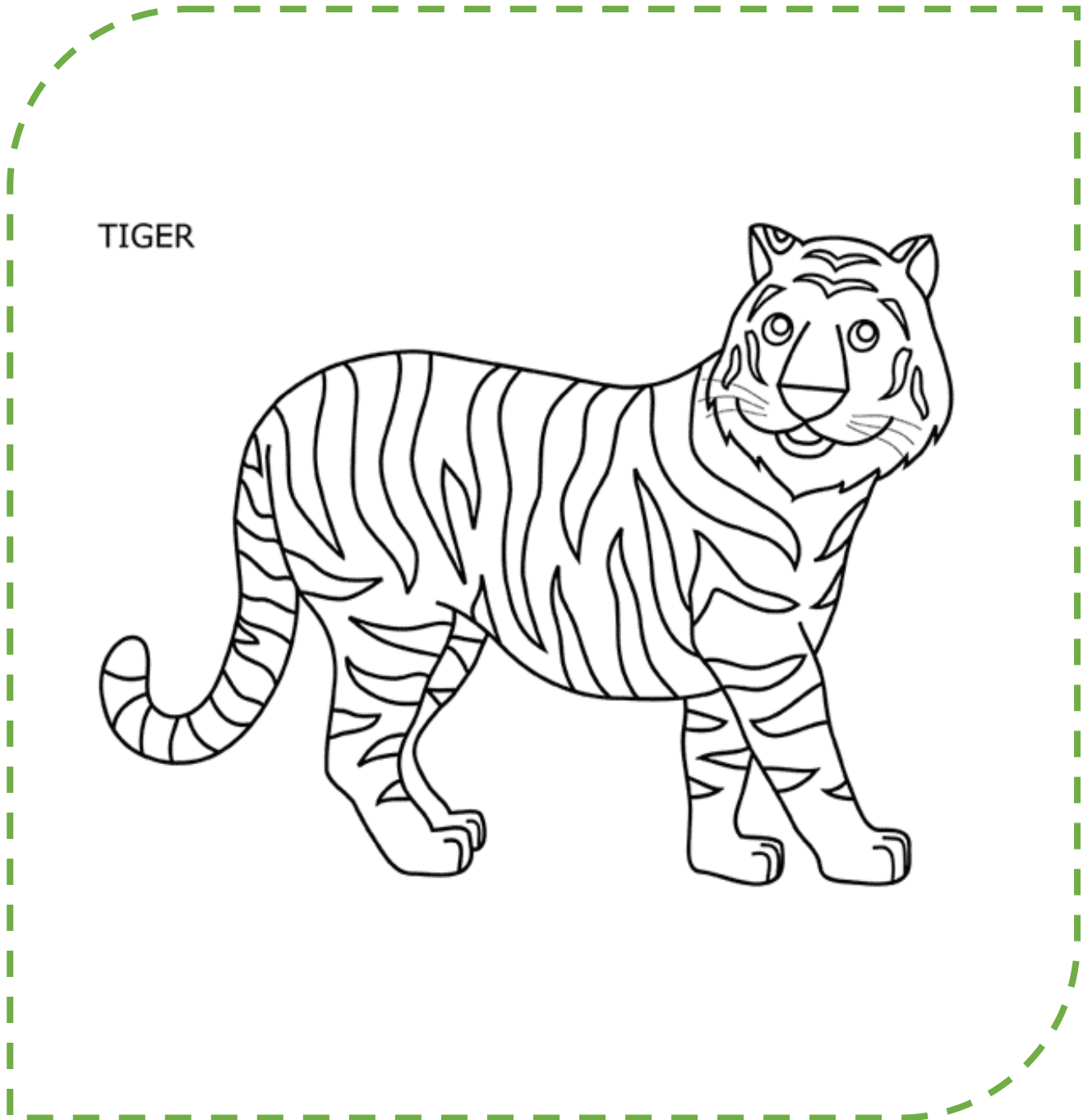
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the Tiger.



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

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Topic: Letter 'T'

Date: _____

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Tt' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 69

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'T' and 't' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'T' and 't' on the board. Tell students to write 'T', we draw a straight line and then a sleeping line over the straight line. Trace letter 'T' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'T' and 't'. Show some picture cards of letter 'T' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'T' on the board. Tell students to write 'T', we draw a straight line and then a sleeping line over the straight line. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'T' on board.

Activity:

Ask them to open their text books at page 69. Read the statement of the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'T', 't' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'T' and 't'. Once they find the block, encourage them to say name of an object that begins with /t/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Tt' sound aloud three to four times. Hold the letter card of 'T' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Tt' on all sorts of fun places. Encourage students at random to draw letter 'T' on different places, for example, "Draw 'T' on your hand". "Draw 'T' on the floor". "Draw 'T' on your partner's back". "Draw 'T' on your cheek". "Draw 'T' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'T' and 't'.

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

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Topic: Letter 'U'

Date:

Objective(s):

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

- Recognise capital and small letter 'Uu' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, umbrella, pompoms, glue, tray, sand, textbook page 70

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'U'. Draw a big letter 'U' shape on the board. Say the name of letter and its sound; for example, it is letter 'U', 'U' for /u/, /u/, /u/. Ask students to sit in a circle. Bring letter card of letter 'U' and a toy umbrella in the class. Show the letter card 'U' to students and tell them it is letter 'U'. 'U' for 'umbrella'. /u/, /u/, /u/ 'umbrella'. Tell the students that umbrella is a useful object. It protects us from heat and rain.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'U'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'U' and 'u' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'U', 'u' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 70. Read the letter with sound. Tell student that this is letter 'U', 'u' and its sound is /u/, /u/, /u/. Point to the first object (umpire) on the book and say /u/ "umpire". Repeat the name several times, clearly and slowly "This is /u/ "umpire". Ask students to say /u/ "umpire", /u/ "umpire" several times. Repeat the process with 'under', 'umbrella' and 'urn' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'U' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'umpire', 'under', 'umbrella' and 'urn'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /u/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

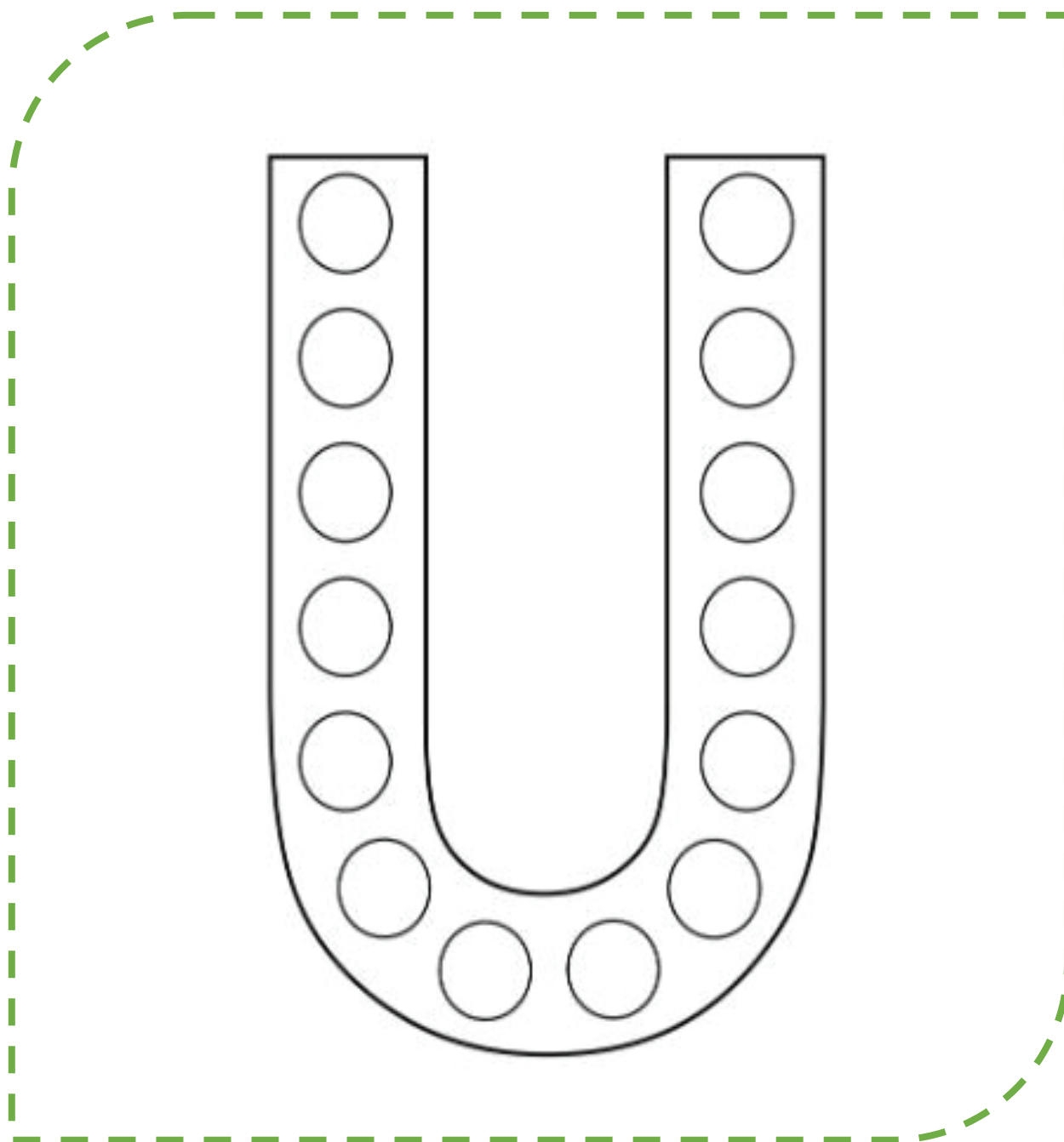
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'U'.



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

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Topic: identification

Date:

Objective(s):

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

- Hold a pencil correctly.
- Circle the capital letter 'Uu' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 71

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'umbrella' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'umbrella'. Trace a big letter 'U' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'urn' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Uu' and place them between the circle. Throw a soft toy to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'urn'. Student will pick up the picture card for urn and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /u/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 71. Read the first statement aloud. Ask students to read the given letters on page 71. Note their responses. Now ask students to colour the box with the capital 'U'. Ask them to follow your instruction. Ask them: can you find an umbrella in the picture? They must reply "yes". Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 70 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /u/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'U' on board using their fingers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Colour the umbrella.



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

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Topic: tracing/ identification

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Uu' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 71

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'U' and 'u' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'U' and 'u' on the board. Tell students to write 'U', we draw start from the top, draw a straight line, go right slightly and go up straight and come back on the same line.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'U' and 'u'. Show some picture cards of letter 'U' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'U' on the board. Tell students to write 'U', we draw start from the top, draw a straight line, go right slightly and go up straight and come back on the same line. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'U' on board.

Activity:

Ask them to open their text books at page 71. Read the statement of the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'U', 'u' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'U' and 'u'. Once they find the block, encourage them to say name of an object that begins with /u/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Uu' sound aloud three to four times. Hold the letter card of 'U' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Uu' on all sorts of fun places. Encourage students at random to draw letter 'U' on different places, for example, "Draw 'U' on your hand". "Draw 'U' on the floor". "Draw 'U' on your partner's back". "Draw 'U' on your cheek". "Draw 'U' on the wall" etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'U' and 'u'.

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

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Topic: Letter 'V'

Date:

Objective(s):

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

- Recognise capital and small letter 'Vv' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, toy van, pompoms, glue, tray, sand, textbook page 72

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'V'. Draw a big letter 'V' shape on the board. Say the name of letter and its sound; for example, it is letter 'V', 'V' for /v/, /v/, /v/. Ask students to sit in a circle. Bring letter card of letter 'V' and a toy van in the class. Show the letter card 'V' to students and tell them it is letter 'V'. 'V' for 'van'. /v/, /v/, /v/ 'van'. Tell the students that we use van to travel one place to another. There are different sizes and colours of van available.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'V'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'V' and 'v' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'V', 'p' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 72. Read the letter with sound. Tell student that this is letter 'V', 'v' and its sound is /v/, /v/, /v/. Point to the first object (vest) on the book and say /v/ "vest". Repeat the name several times, clearly and slowly "This is /v/ "vest". Ask students to say /v/ "vest", /v/ "vest" several times. Repeat the process for 'van', 'vet' and 'vegetables' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'v' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'vest' 'van', 'vet' and 'vegetables'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /v/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

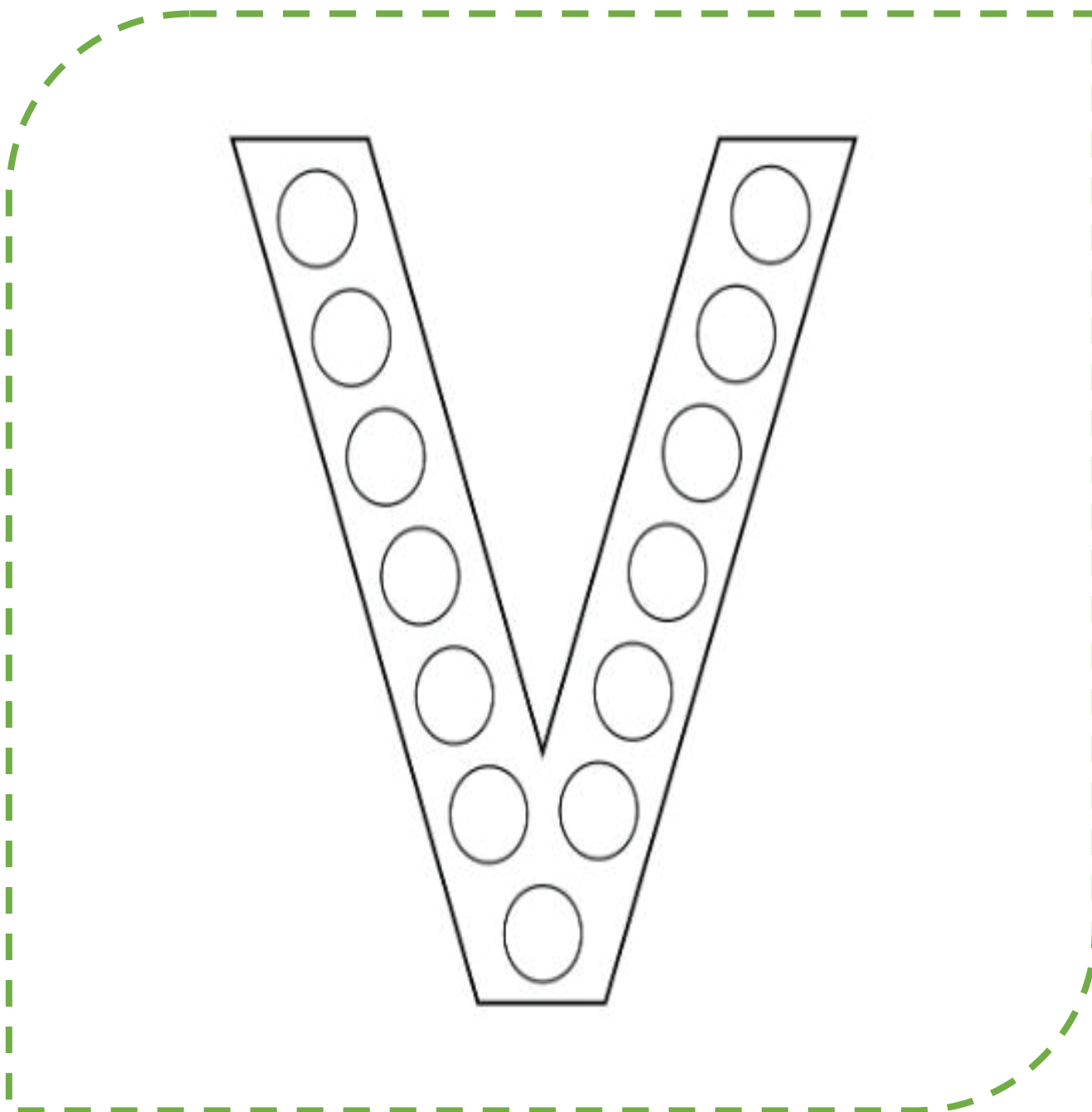
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'V'.



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

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

Topic: Letter 'V'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour the objects of the letter 'V' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 Pencil or picture card of a 'vest' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'vest'. Trace a big letter 'V' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'van' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Vv' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is van.' /v/, /v/, /v/ 'van'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'vet'. Student will pick up the picture card for vet and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /v/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 73. Read the statement from section "Time to Colour" aloud. Ask students to tell what picture they can see on page 73. Ask them to say the name of the picture aloud and their initial sounds four to five times. Now ask students to colour the picture that begin with letter 'V'. Praise and appreciate them for correct response. Ask them to follow your instruction.

Sum Up:

(3 min)

Read the names of objects on textbook page 72 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /v/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'V' on board using their fingers. Appreciate them for their correct answers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

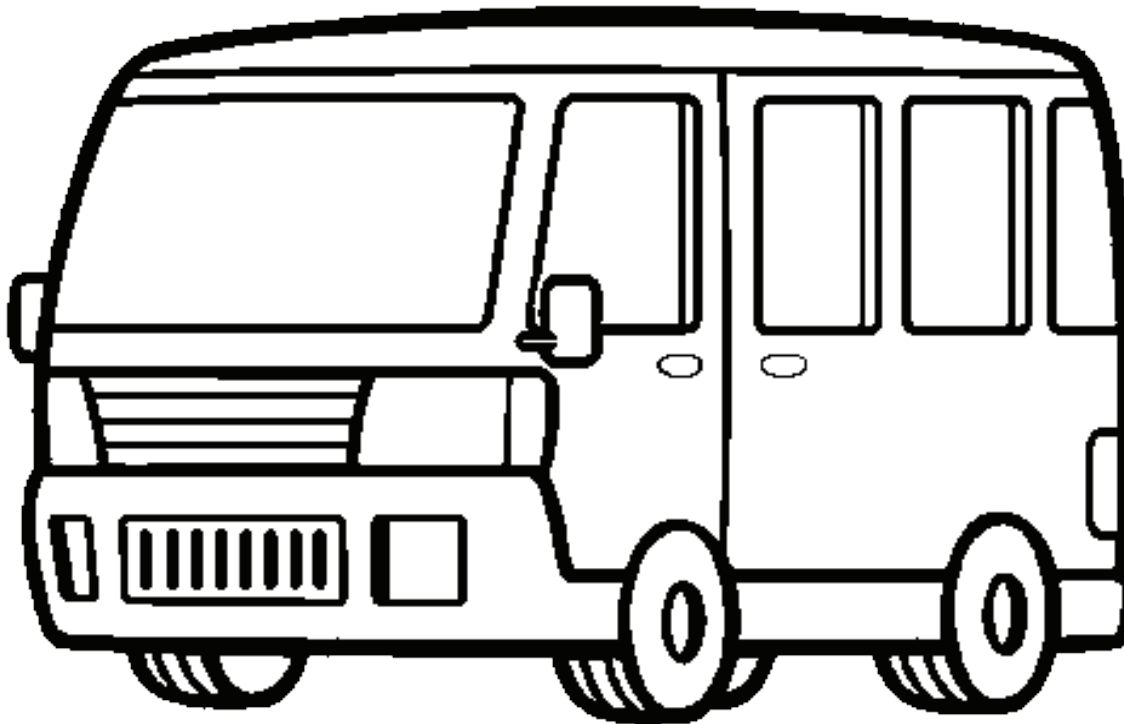
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the van.



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

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Topic: Letter 'V'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Vv' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter card of the letter 'V' and 'v' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'V' and 'v' on the board. Tell students to write 'V', we draw two opposite slanting lines downwards to join the both ends.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'V' and 'v'. Show some picture cards of letter 'V' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'V' on the board. Tell students to write 'V', we draw two opposite slanting lines downwards to join the both ends. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'V' on board.

Activity:

Ask them to open their text books at page 73. Read the statement of the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'V', 'v' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'V' and 'v'. Once they find the block, encourage them to say name of an object that begins with /v/ sound. Appreciate them for their correct answers.

Assessment:

(5 min)

Ask students to say the letter 'Vv' sound aloud three to four times. Hold the letter card of 'V' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they

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

can use their magic fingers to trace the letter 'Vv' on all sorts of fun places. Encourage students at random to draw letter 'V' on different places, for example, "Draw 'V' on your hand". "Draw 'V' on the floor". "Draw 'V' on your partner's back". "Draw 'V' on your cheek". "Draw 'V' on the wall", etc. Appreciate them for their correct answers by clapping for them.

Homework:

(2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace the letter 'V' and 'v'.

The worksheet contains three rows of tracing practice for the letter 'V' and 'v'. Each row starts with a dotted uppercase 'V' followed by a dotted lowercase 'v', and this pattern repeats five times. Each row is followed by four empty lines for independent practice.

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

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Topic: Letter W

Date:

Objective(s):

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

- Recognise capital and small letter 'Ww' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, pompoms, glue, tray, sand, textbook page 74

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 in exciting tone that today they are going to learn about letter 'W'. Draw a big letter 'W' shape on the board. Say the name of letter and its sound; for example, it is letter 'W', 'W' for /w/, /w/, /w/. Ask students to sit in a circle. Bring letter card of letter 'W' and point to the window in the classroom. Show the letter card 'W' to students and tell them it is letter 'W'. 'W' for 'window'. /w/, /w/, /w/ 'window'.

Windows are used for fresh air and light. They make rooms airy and lighting.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'W'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'W' and 'w' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'W', 'w' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 74. Read the letter with sound. Tell student that this is letter 'W', 'w' and its sound is /w/, /w/, /w/. Point to the first object (Window) on the book and say /w/ "window". Repeat the name several times, clearly and slowly "This is /w/ "window". Ask students to say /w/ "window", /w/ "window" several times. Repeat this activity for other objects 'web', 'wings', and 'watermelon'.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'W' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'window' 'web', 'wings', and 'watermelon'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /w/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

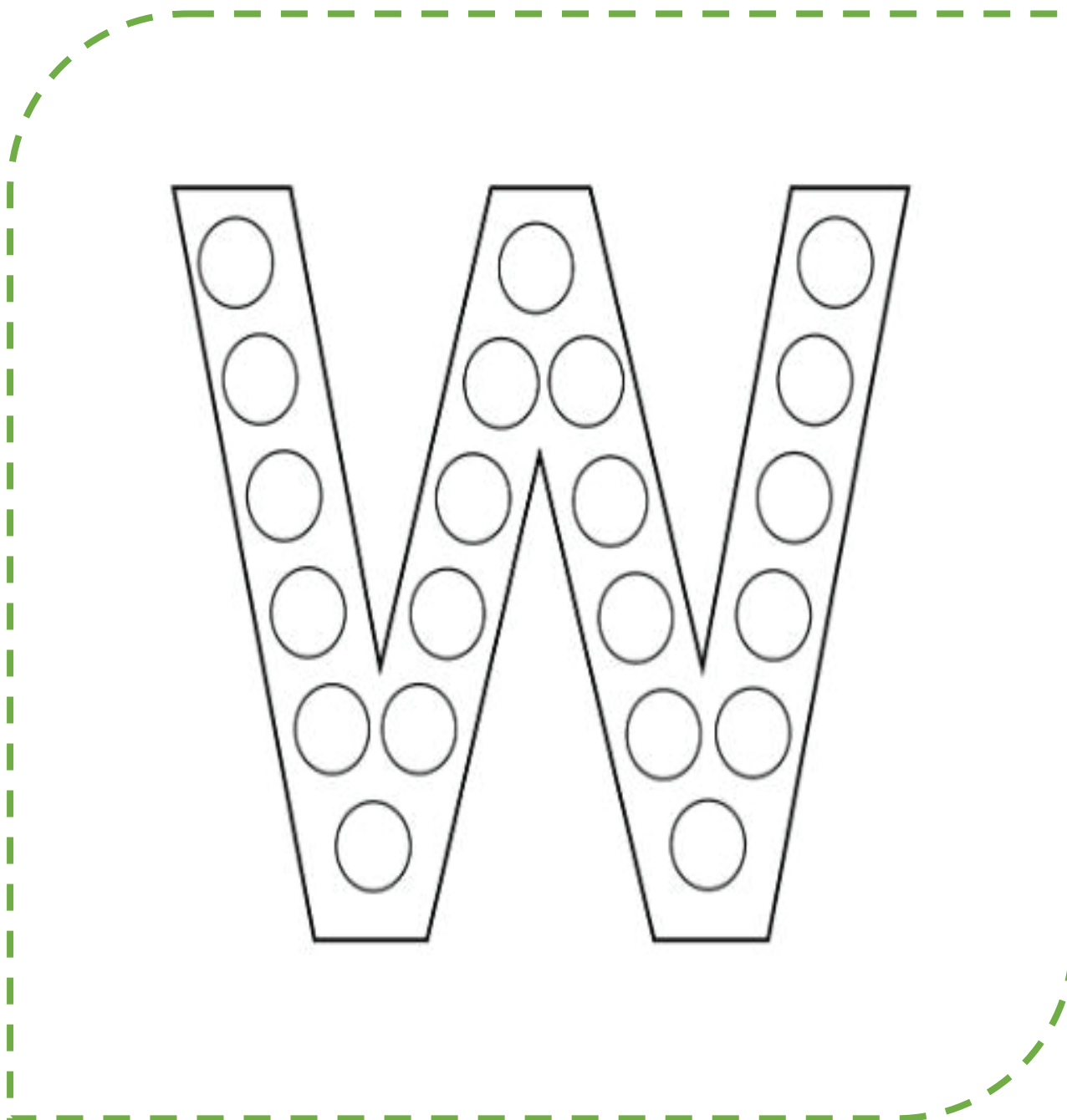
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'W'.



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

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Topic: Letter W

Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour the objects with the capital and small letter 'Ww' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 75

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'. Ask students to sit in a circle. Show a picture card of a 'window' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'window'. Trace a big letter 'W' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'web' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Ww' and place them between the circle. Bring a ball and throw towards students at random to catch. Ask students at random to tell what is this. Say aloud, 'This is letter 'W' /w/, /w/, /w/. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'web'. Student will pick up the picture card for web and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /w/.

Activity: Ask students to open their textbooks at page 75. Read the statement from the "Time to Colours" section aloud. Ask students to tell what picture they can see on page 75. Note their responses. Ask student to say the name of the objects and their initial sounds four to five times. Now ask students to colour the objects that begins with letter 'Ww'. Ask them to follow your instruction and appreciate them for their work.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'W' and its sound. Read the names of objects on textbook page 74-75 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /w/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'W' on board using their fingers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

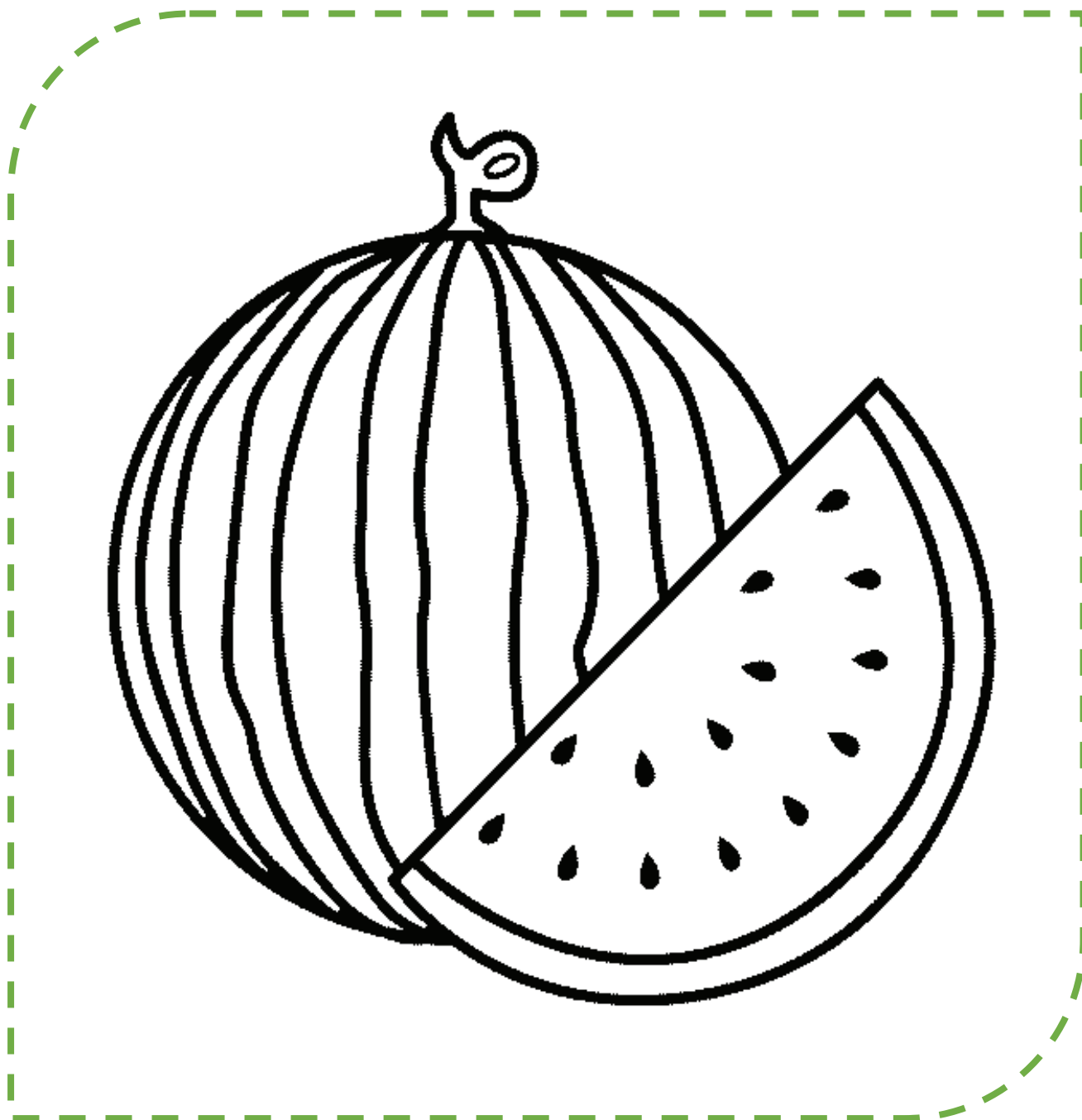
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the watermelon.



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

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Topic: Letter W

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Ww' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 75

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'W' and 'w' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'W' and 'w' on the board. Tell students to write 'W', we draw two 'v' together. Trace letter 'W' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'W' and 'w'. Show some picture cards of letter 'W' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'W' on the board. Tell students to write 'W', we draw two 'v' together. Trace letter 'W' along with explanation so that student can understand better. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'W' on board.

Activity:

Ask them to open their text books at page 75. Read the statement. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'W', 'w' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'W' and 'w'. Once they find the block, encourage them to say name of an object that begins with /w/ sound. Appreciate them for their correct answers.

Assessment:

(5 min)

Ask students to say the letter 'Ww' sound aloud three to four times. Hold the letter card of 'W' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they

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

can use their magic fingers to trace the letter 'Ww' on all sorts of fun places. Encourage students at random to draw letter 'W' on different places, for example, "Draw 'W' on your hand". "Draw 'W' on the floor". "Draw 'W' on your partner's back". "Draw 'W' on your cheek". "Draw 'W' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'Ww'.

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

Term: 3

Periodic Unit: 1

Week:4

Lesson Plan: 1

Topic: Letter 'X'

Date:

Objective(s):

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

- Recognise capital and small letter 'Xx' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, x-ray, pompoms, glue, tray, sand, textbook page 76

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'X'. Draw a big letter 'X' shape on the board. Say the name of letter and its sound; for example, it is letter 'X', 'X' for /x/. /x/, /x/. Ask students to sit in a circle. Bring letter card of letter 'X' and a x-ray in the class. Show the letter card 'X' to students and tell them it is letter 'X'. 'X' for 'x-ray'. /x/, /x/, /x/ 'x-ray'. Tell the students that x-rays are used to find diseases in our bodies. They are very useful for doctors.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter X. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'X' and 'x' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'X', 'x' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 76. Read the letter with sound. Tell student that this is letter 'X', 'X' and its sound is /x/, /x/, /x/. Point to the first object (x-ray) on the book and say /x/ "x-ray". Repeat the name several times, clearly and slowly "This is /x/ "x-ray ". Ask students to say /x/ "x-ray", /x/ "x-ray" several times. Repeat the process for 'ox', 'box', and 'six' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'X' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'x-ray', 'ox', 'box', and 'six'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /x/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

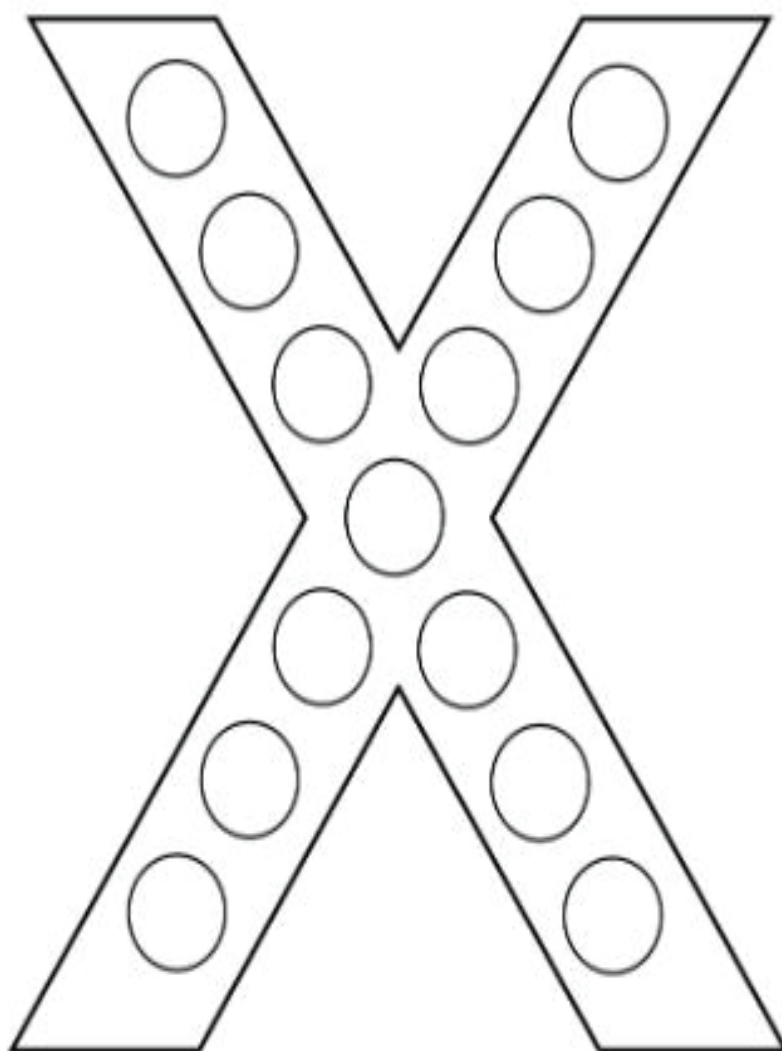
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'X'.



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

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 2

Topic: Letter X

Date:

Objective(s):

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

- Hold a pencil correctly.
- Match objects of the capital letter 'X' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 77

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite 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 card of a 'X-ray' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'x-ray'. Trace a big letter 'X' on board. Ask students and random to say the x-ray and its sound aloud. Show picture card of 'x-ray' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Xx' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a x-ray' /x/, /x/, /x/ 'x-ray'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'x-ray'. Student will pick up the picture card for x-ray and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /x/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 77. Read the first statement aloud. Ask students to tell what letters they can see on page 77. Note their responses. Ask them to say the name of the letters aloud. Ask students to say the name of pictures with its initial sounds like 'X' /x/, 'X' /x/ 'x-ray' and the 'x' sound in 'box' etc. Ask student to say the 'x' sound four to five times. Now ask students to match the pictures with letter capital 'X'. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 76 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /x/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'X' on board using their fingers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

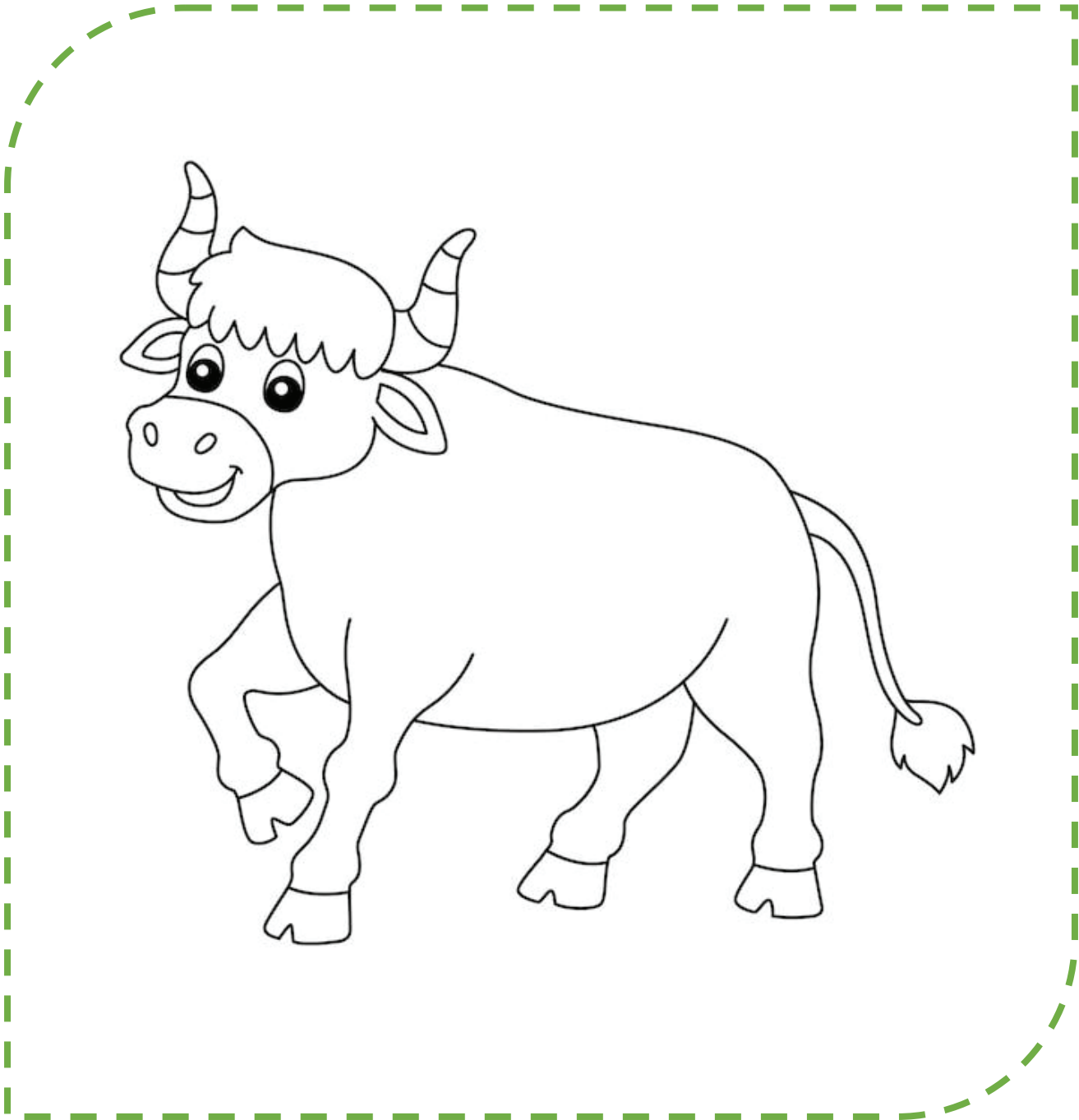
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the ox.



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

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Topic: Letter X

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Xx' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 77

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter card of the letter 'X' and 'x' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'X' and 'x' on the board. Tell students to write 'X', we draw two slanting lines that intersect each other in the middle. Trace letter 'X' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'X' and 'x'. Show some picture cards of letter 'X' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'X' on the board. Trace the letter 'X' and 'x' on the board. Tell students to write 'X', we draw two slanting lines that intersect each other in the middle. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'X' on board.

Activity:

Ask them to open their text books at page 77. Read the statement from the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'X', 'x' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'X' and 'x'. Once they find the block, encourage them to say name of an object that begins with /x/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Xx' sound aloud three to four times. Hold the letter card of 'X' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Xx' on all sorts of fun places. Encourage students at random to draw letter 'X' on different places, for example, "Draw 'X' on your hand". "Draw 'X' on the floor". "Draw 'X' on your partner's back". "Draw 'X' on your cheek". "Draw 'X' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

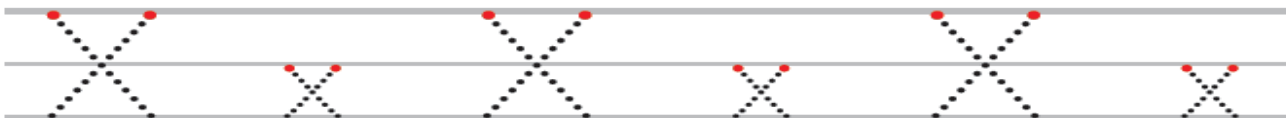
Worksheet

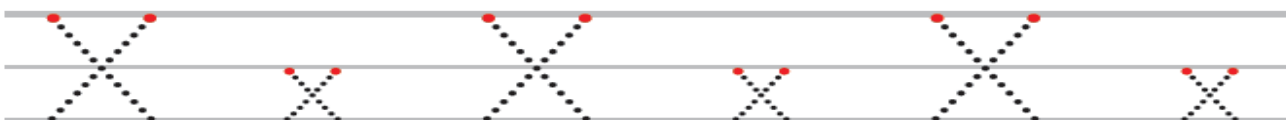
Name: _____

Date: _____

Trace and write letter 'X' and 'x'.







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

Term: 3

Periodic Unit: 1

Week:4

Lesson Plan: 4

Topic: Letter 'Y'

Date:

Objective(s):

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

- Recognise capital and small letter 'Yy' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, yarn, pompoms, glue, tray, sand, textbook page 78

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'Y'. Draw a big letter 'Y' shape on the board. Say the name of letter and its sound; for example, it is letter 'Y', 'Y' for /y/, /y/, /y/. Ask students to sit in a circle. Bring letter card of letter 'Y' and a roll of yarn in the class. Show the letter card 'Y' to students and tell them it is letter 'Y'. 'Y' for 'yarn'. /y/, /y/, /y/ 'yarn'. Tell the students that we use yarn to make sweaters.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'Y'. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'Y' and 'y' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'Y', 'y' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 78. Read the letter with sound. Tell student that this is letter 'Y', 'y' and its sound is /y/, /y/, /y/. Point to the first object (yellow colour) on the book and say /y/ "yellow". Repeat the name several times, clearly and slowly "This is /y/ "yellow". Ask students to say /y/ "yellow", /y/ "yellow" several times. Repeat the process for 'yam', 'yarn', and 'yacht' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'Y' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'yellow', 'yam', 'yarn', and 'yacht'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /y/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

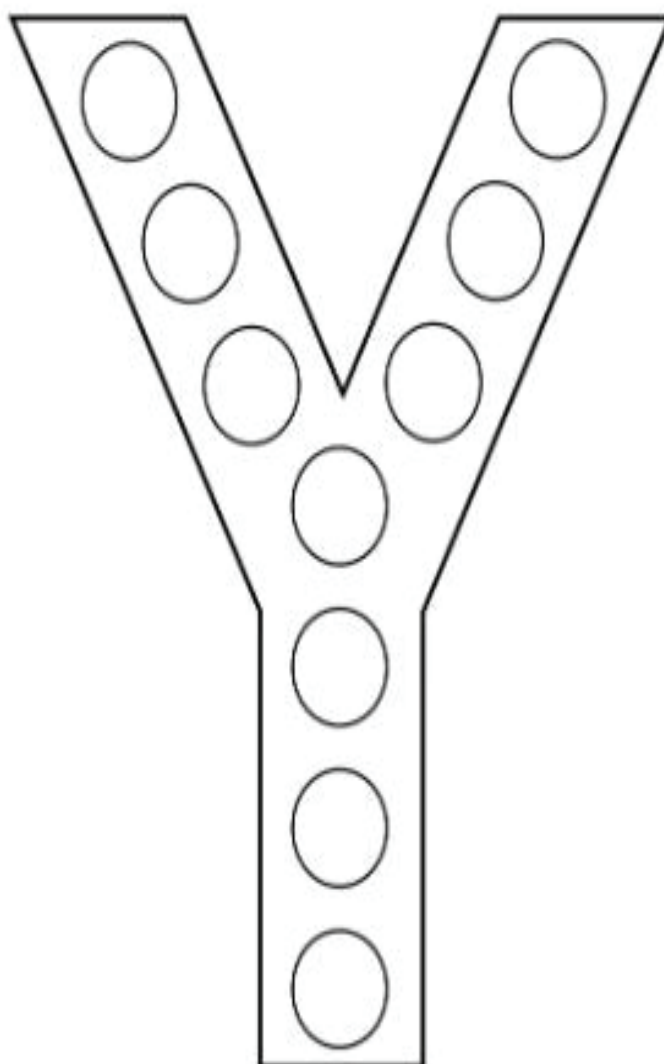
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'Y'.



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

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Topic: Letter Y

Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour the objects of the capital letter 'Y' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 79

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 card of a 'yacht' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'yacht'. Trace a big letter 'Y' on board. Ask students and random to say the yacht and its sound aloud. Show picture card of 'yacht' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Xx' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a racket' /y/, /y/, /y/ 'yacht'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'yam'. Student will pick up the picture card for yam and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /y/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 79. Read the first statement aloud. Ask students to tell what letters they can see on page 79. Note their responses. Ask them to say the name of the letters aloud. Ask students to say the name of picture with its initial sounds like 'Y' /y/, 'Y' /y/ 'yacht' etc. Ask student to say the initial sound four to five times. Now ask students to match the picture with letter capital 'Y'. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 78 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /y/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'Y' on board using their fingers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

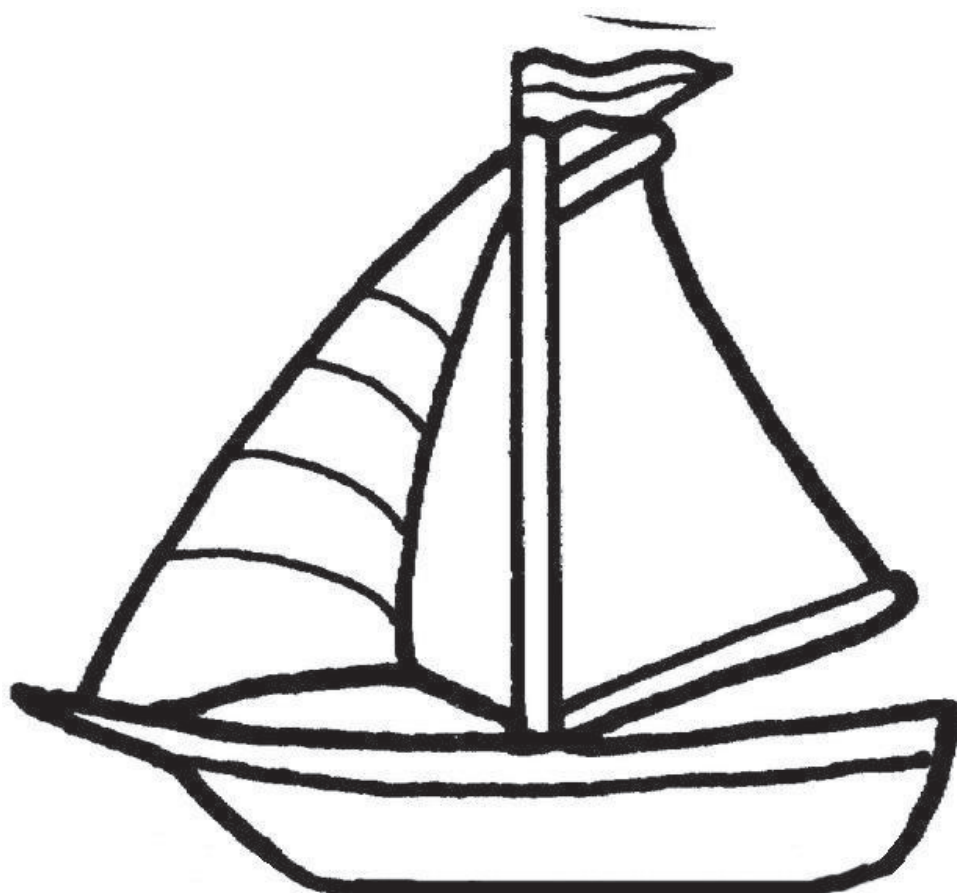
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the yacht.



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

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Topic: Letter Y

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Yy' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 79

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. 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 big letter card of the letter 'Y' and 'y' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'Y' and 'y' on the board. Tell students to write 'Y', we write two slanting lines like x but the left line should be half. Trace letter 'Y' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'Y' and 'y'. Show some picture cards of letter 'Y' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'Y' on the board. Trace the letter 'Y' and 'y' on the board. Tell students to write 'Y', we write two slanting lines like x but the left line should be half. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'Y' on board.

Activity:

Ask them to open their text books at page 79. Read the statement from the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'Y', 'y' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines.

Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'Y' and 'y'. Once they find the block, encourage them to say name of an object that begins with /y/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Yy' sound aloud three to four times. Hold the letter card of 'Y' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Yy' on all sorts of fun places. Encourage students at random to draw letter 'Y' on different places, for example, "Draw 'Y' on your hand". "Draw 'Y' on the floor". "Draw 'y' on your partner's back". "Draw 'Y' on your cheek". "Draw 'Y' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'Y' and 'y'.

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

Term: 3

Periodic Unit: 1

Week:5

Lesson Plan: 2

Topic: Letter 'Z'

Date:

Objective(s):

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

- Recognise capital and small letter 'Zz' and its sound with the help of pictures.
- Listen attentively.
- Initiate conversations with peers.
- Wait for their turn to speak and not interrupt when others are talking.

Resource Material:

Chalk/Marker, White/Blackboard, letter cards, picture cards, picture of zoo, pompoms, glue, tray, sand, textbook page 80

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students in exciting tone that today they are going to learn about letter 'Z'. Draw a big letter 'Z' shape on the board. Say the name of letter and its sound; for example, it is letter 'Z', 'Z' for /z/, /z/, /z/. Ask students to sit in a circle. Bring letter card of letter 'Z' and a picture of zoo in the class. Show the letter card 'Z' to students and tell them it is letter 'Z'. 'Z' for 'zoo'. /z/, /z/, /z/ 'zoo'. Tell the students that zoo is a place where all kind of animals in cages. Children enjoy visit a zoo a lot.

Main Activities/Concept Building:

(25 min)

Play Method Technique

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter Z. Ask them to paste pompoms on designated place. Help them if need be. Appreciate them for their work by clapping for them.

Cooperative Learning Technique

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'Z' and 'z' on sand using your finger. Encourage students to draw on sand using their fingers as well. Ask them to listen to your attentively and follow your instructions. Help them If need be. Encourage them to take turns and draw letter 'Z', 'z' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 80. Read the letter with sound. Tell student that this is letter 'Z', 'Z' and its sound is /z/, /z/, /z/. Point to the first object (zoo) on the book and say /z/ "zoo". Repeat the name several times, clearly and slowly "This is /z/ "zoo ". Ask students to say /z/ "zoo", /z/ "zoo" several times. Repeat the process for 'zebra', 'zero', and 'zig-zap' as well.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'Z' and its sound. Repeat the objects by saying their names and initial sounds.

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

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'zoo', 'zebra', 'zero', and 'zigzag'. Show each picture card to random students and say 'Guess who I am'. Ask students to guess the name of the object in picture cards. Encourage them to say the initial letter sound of these objects as well. Appreciate them for their correct answers.

Homework: (2 min)

Ask students to observe different things in their surroundings that begin with the sound /z/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

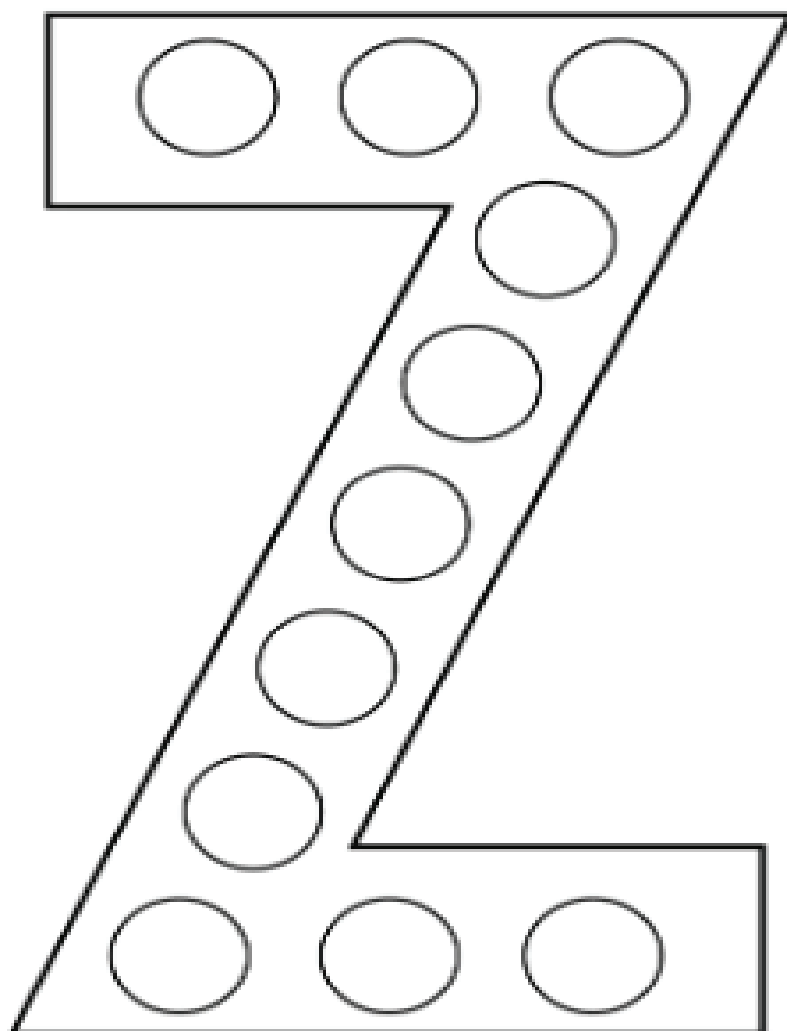
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC -KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'Z'.



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

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Topic: Letter Z

Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour the boxes with capital letter 'Z' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, textbook page 81

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Show a picture card of a 'zoo' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'zoo'. Trace a big letter 'Z' on board. Ask students and random to say the zoo and its sound aloud. Show picture card of 'zoo' to students and repeat the process with other students. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'Zz' and place them between the circle. Bring a ball and show it to students. Ask students at random to tell what is this. Say aloud, 'This is a zoo' /z/, /z/, /z/ 'zoo'. Throw the ball to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'zoo'. Student will pick up the picture card for zoo and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Repeat the process with other students as well. Ask students at random to share objects from our surroundings that begin with the sound /z/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 81. Read the first statement aloud. Ask students to tell what letters they can see on page 81. Note their responses. Ask them to say the name of the letters aloud. Ask student to say the letter 'z' sound four to five times. Now ask students to colour the capital letter 'Z'. once they have complete the colouring. Ask them: can they find a zip hiding in the picture. If they say yes, it means they colour the capital letter capital 'Z'. Appreciate them by clapping for them to boost their confidence.

Sum Up:

(3 min)

Read the names of objects on textbook page 80 by saying their names and initial letter sounds.

Assessment:

(5 min)

Put different picture cards on table. Ask students to sort the cards and find one's with the initial /z/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'Z' on board using their fingers.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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

Worksheet

Name: _____

Date: _____

Colour the Zoo.



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

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 4

Topic: Letter Z

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace capital and small letter 'Zz' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 81

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring a big letter card of the letter 'Z' and 'z' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Trace the letter 'Z' and 'z' on the board. Tell students to write 'Z', we draw a straight line first. Then, start at the top end; slant down right. In the end, draw a straight line to the left. Trace letter 'Z' along with explanation so that student can understand better.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'Z' and 'z'. Show some picture cards of letter 'Z' to students and ask them to say the names. Inform them that after tracing the letter, they have to write the letter on their own. Ask them to take out their pencils and erasers.

Draw a big letter 'Z' on the board. Trace the letter 'Z' and 'z' on the board. Tell students to write 'Z', we draw a straight line first. Then, start at the top end; slant down right. In the end, draw a straight line to the left. Trace letter 'Z' along with explanation so that student can understand better. Ask students at random to write with chalk on board by following your instructions. Help them if need be. Make sure to involve all student in this activity. Appreciate them all for writing 'Z' on board.

Activity:

Ask them to open their text books at page 81. Read the statement from the practice section. Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter 'Z', 'z' in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks.

Once they have traced the first row, ask them to continue with the next line. After tracing the letters, encourage students to write the letters independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by bring some alphabet blocks in the class and put them on the table. Ask student at random to find the block with letter 'Z' and 'z'. Once they find the block, encourage them to say name of an object that begins with /z/ sound. Appreciate them for their correct answers.

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

Assessment: (5 min)

Ask students to say the letter 'Zz' sound aloud three to four times. Hold the letter card of 'Z' in front of each student and let them trace the letter on the card using their 'magic' finger. Tell students that they can use their magic fingers to trace the letter 'Zz' on all sorts of fun places. Encourage students at random to draw letter 'Z' on different places, for example, "Draw 'Z' on your hand". "Draw 'Z' on the floor". "Draw 'Z' on your partner's back". "Draw 'Z' on your cheek". "Draw 'Z' on the wall". etc. Appreciate them for their correct answers by clapping for them.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Trace and write letter 'Z' and 'z'.

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

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 5

Topic: Review

Date:

Objective(s):

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

Review 3

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 82-83, picture cards, letter 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'. Ask students to sit in a circle. Show a picture card of a 'star' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'star'. Then, show a picture card of a 'tree' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'tree'. Show picture card of 'umbrella', 'van', 'window' 'x-ray' and 'zebra' etc. to students and repeat the process with other students. Make sure to involve all students in activity. Appreciate them all by clapping to boost confidence.

Main Activities/Concept Building:

(27 min)

Tell students that we are going to play a fun game. Ask students to sit in a circle. Bring picture card for letter 'S' and place them between the circle. Throw a soft toy to a student at random and ask student to catch it. Then ask student to find any picture you ask. For example, you say find 'snail'. Student will pick up the picture card for 'snail' and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Now bring picture cards for letter 'S', 'T', 'U', 'V', 'W', 'Y', 'Z' and repeat the process with other students as well. Ask them to open textbook page 82 and read the alphabets aloud with correct pronunciation.

Activity 1: Ask students to open their textbooks at page 82. Read the statement aloud. Read the words aloud with correct pronunciation focusing on the initial sounds of the words. Ask them to tick the words that begin with letter "Y". Now encourage them to tick the word which had initial sound of letter 'Y' and appreciate them.

Activity 2: Ask students to look at the pictures carefully at page 82. Ask them to guess the names and encourage them to say the names aloud. Ask them to share the initial sound of each picture, 'Snail', 'tiger', 'umpire', 'zero' and 'yacht', 'window'. Read the statement and ask students to say two to three sentences about the pictures. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Activity 3: Ask students to look at the pictures carefully at page 83. Ask them to guess the names and encourage them to say the names aloud. Ask them to share the initial sound of each picture, 'Spoon', 'tiger', 'vast', 'window', 'telephone', 'snail', 'wheel' and 'vet'. Read the statement and ask students to match the pictures with their initial sounds. Ask them to follow your instruction. Appreciate them by clapping for them to boost their confidence.

Activity 4: Tell the students that today they are going to trace the letters 'Ss' to 'Zz'. Ask them to open their text books at page 83. Read the statement. Ask students to say the letters and pronounce its sound aloud. Tell them that they are going to trace letters in their textbooks. Help them to grip their pencil and guide them by pointing to the tracing lines. Instruct them to follow the sequence to trace the letters given on their textbooks. Once they have traced the first row, ask them to continue with the next line. After tracing

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

the first line, encourage students to trace the next line independently in the given space. Appreciate students for their independent writing by clapping for them.

Sum Up: (3 min)

Sum up the lesson by repeating the alphabet 'S', 'T', 'U', 'V', 'W', 'X', 'Y' and 'Z' and its sound.

Assessment: (5 min)

Put different picture cards on table. Ask them to say the name of picture aloud. Ask students to sort the cards and find one's with the initial /s/ and /z/ sound.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 Periodic Unit: 2 Week: 1 Lesson Plan: 1
Topic: vegetable name Date:

Objective(s):

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

- Recognise the names of vegetables.
- Talk about name of vegetables.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 84, box, vegetables, work sheet, 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'. tell student that we are going to play a fun game. Prepare a mystery box and bring it in the class. Bring some vegetables such as potatos, turnip, peas etc. in the class and show them to students. ask students at random if they know the names of these vegetables. Tell the names to students and ask them if they have eaten these before. Now, put these vegetables inside the mystery box along with some other random objects. Call students at random to lay the game and find a vegetable inside the mystery box by touching only. Ask them to guess which vegetable they are holding. Note their responses. Appreciate them all for their good work with doing clapping.



Main Activities/Concept Building:

(25 min)

Tell students that we are going to learn more about 'vegetable'. Ask students at random to tell what is their favourite vegetable. Note their Responses. Tell students that vegetables are very beneficial for our health. It is healthy and nutritious to eat vegetables. Ask students to random to share the names of vegetables that have green colour. Note their responses. Appreciate them for correct answers. Ask students to open their textbooks at page 84. Read the statement aloud. Ask students to look at the given pictures carefully, read the names of pictures with correct pronunciation. Ask students to read after you as well. Now, read the spellings of the vegetables one by one aloud. Ask students to say the spellings three to four time for memorisation. Bring the worksheet inside the class. Ask students to guess the name of the vegetable. Ask them to colour the vegetables. Ask them to colour within the designated space. Appreciate them for their good colouring by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by reading the names of vegetables again.

Assessment:

(5 min)

Bring picture cards of vegetables in class. Show a picture card at random to students and ask him/her to guess the name of the vegetable. Note their responses. Appreciate them for their correct answers.

Homework:

(2 min)

Learn the vegetable name with spelling at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

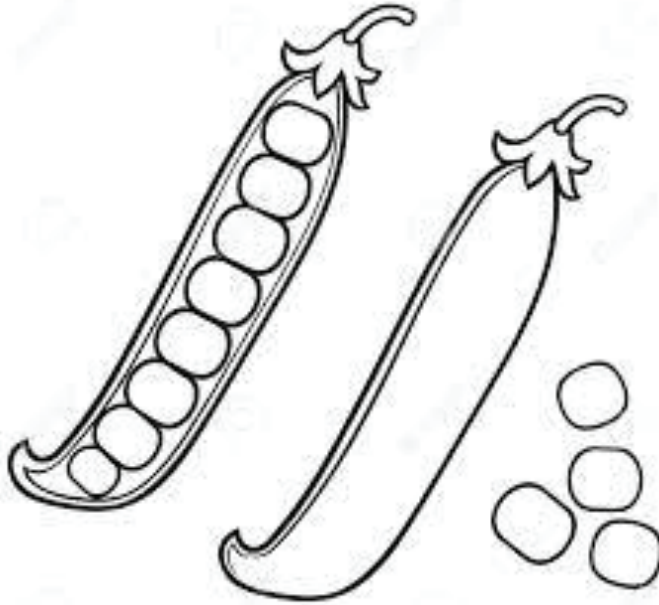
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Colour the given vegetables.



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

Term: 3 Periodic Unit: 2 Week: 1 Lesson Plan: 2
 Topic: poem Date:

Objective(s):

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

Recite Poem with actions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, textbook page 85

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make students sit in a circle. Ask students at random if they like poems. Ask them to tell which poem they like the most. Tell them that today we are going to learn a poem. Paste pictures of poem characters on the board and discuss them with students.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read a poem 'Cobbler, Cobbler'. Ask students at random to tell what their father/mother do for living/note their responses. Ask students to what would they like to become when they grow up. Note their responses. Tell students that there are many professions which we can adopt. Discuss some professions with students. Ask them to open textbook page 85. Ask them to look at the given picture of the poem carefully. Read the title of the poem aloud and ask student to repeat after you.

Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat:

Cobbler, cobbler mend my shoe.
 Get it done by half past two.
 Half past two is much too late!
 Get it done by half past eight.
 Stitch it up and stitch it down.
 And I'll give you half a crown.

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line after you and performs the actions. Read the lines twice and ask students to repeat the action. Read the second line and ask students to put their fingers on their wrist pretend to look at their wrist watches. Read all the lines and encourage students to act on the poem by repeating some actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

Sum Up:

(3 min)

Read the poem again and ask students to repeat after you 3-4 times.

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

Assessment: (5 min)

Read the poem and ask student to perform the actions according to the poem. Appreciate them for their correct responses.

Homework: (2 min)

Read the poem on textbook page 85 at home with correct pronunciation and intonation.

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 A		40 min

Term: 3 Periodic Unit: 2 Week: 1 Lesson Plan: 3
 Topic: names of profession Date:

Objective(s):

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

- Recognise the names of professions.
- Talk about name of professions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 86, toy stethoscope, chef hat, flash 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'.

Ask students to sit in a circle. Bring a stethoscope and show it to students. Ask students to tell what this object is. Note their responses. Tell them that it is a stethoscope. Ask students at random to pretend to be a dr. and use stethoscope to check the condition of fellow students' chest. now, bring a chef's hat in the class. Ask students at random to guess what is it. Note their responses. Tell students that this a chef's cap. A chef uses this cap to cover the head in kitchen. Ask students at random to wear the cap and pretend to cook something. Ask students to share what is the profession of their father/mother. Note their responses. Appreciate them all by clapping for their good work.

Main Activities/Concept Building:

(27 min)

Tell the students that today they are going to learn about different 'professions'. Tell students that there are multiple professions in the world that people adopt. Tell them that your profession is 'teaching'. Tell student that you choose teaching as a profession because you enjoy teaching children. Discuss different professions and their details with students such as; a doctor treats us when we fell ill, a farmer works in field to provide us grains. and Ask students to open their textbooks at page 86. Read the statement aloud. Ask student to look at the pictures carefully. Read the names of the professions aloud and ask students to read after you. Write the names of professions with correct spellings and read them aloud. Ask students to read the spellings aloud as well. Bring worksheet in the class. Ask students to solve the given worksheet. Help them if need be. Appreciate them all for their good work.

Sum Up:

(3 min)

Sum up the lesson by reading the names of different professions aloud again.

Assessment:

(5 min)

Bring some flash card of different professions in class and ask them to guess the name of profession.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Match each objects with correct person according to the profession.



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

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan:

4

Topic: alphabetical order

Date:

Objective(s):

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

- Recognise the small and capital letters of the alphabet in order.
- Tell what comes before, after and in between letters of the alphabet.

Resource Material:

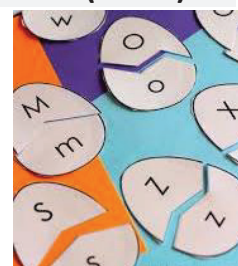
Chalk/Marker, White/Blackboard, textbook page 87-88, basket, paper eggs, letter cards

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'. Ask student to sing the 'ABC song' aloud three to four times. Bring paper eggs, cut in two pieces in different shapes in the class. Write capital and small letter alphabets on each part of paper eggs. Put these paper eggs in a basket. Ask student at random to come in front of the class and pick any paper egg piece they want with a capital letter written on it. Now, encourage student to look for the other part of same alphabet in small letters in the basket. Help them if need be. Appreciate student for correctly finding the both parts of the paper egg.



Main Activities/Concept Building:

(25 min)

Tell students that today, they are going to read the letters of alphabet. Ask student to open the textbook page 87. Read the alphabets aloud and students to read after you. Encourage students to read the letters with correct pronunciation. Bring different picture cards in the class and ask student to guess the name of the alphabet. Appreciate students for their correct answer by clapping for the.

Ask students to open textbook page 88. Read the statement aloud. Ask student to solve the given exercise correctly. Ask them to identify the first letter and say its name aloud for example 'b'. Ask them to guess the letter that comes after 'b' and say it aloud. Note their responses. Appreciate them for their correct answer.

Now, encourage students to fill in the blanks by writing the letter which comes next after the given letter. Appreciate students for their correct answers. Read next statement aloud. Ask students to read the given letters and guess which letter comes before the given letters. Note their responses. Appreciate them for their correct answers. Ask them to write the answers in given blanks.

Sum Up:

(3 min)

Sum up the lesson by reading the alphabets aloud again.

Assessment:

(5 min)

Show a random letter card to students and ask them to say the name of alphabet letter aloud. Ask them to share the name of an object that begins with same letter.

Homework:

(2 min)

Solve exercise given on page 89 by writing the letters that come between the given letters.

Teacher'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 A		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Topic: join letters

Date:

Objective(s):

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

Join the small letters of the alphabet in order to complete the picture and colour it.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 89. Board game, dice, tokens

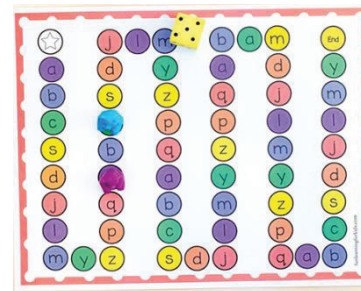
Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Tell students that we are going to play a fun game. Ask them to sit in a circle. ask students to read the 'ABC song' one time loud with correct pronunciation. Bring a chart paper with alphabet written on it in random orders from starting point to ending point. Make pairs of students. Call a pair



and ask one to roll the dice. Encourage students to move his/her token according to the number on dice. Ask students to say the name of an objects with the alphabet his/her token is on. Ask other student to take his/her turn and do the same. Keep repeating the process till one reaches the finish line. First to reach the finish line wins the race. Appreciate them all by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to do a fun activity in class. Ask students to open their textbook page 89. Read the second statement aloud. Ask students that are going to match the small letters to complete the pictures. Encourage students to find letter 'a' on the book. Now ask them to find letter b, c and more. Ask them to keep matching all the letters in correct sequence. Help them if need be. Encourage student to match the letters neatly. Appreciate them all by clapping for them. Ask students at random to tell what animal has been made by matching the alphabets. Ask them to colour the elephant neatly. Ask students to colour the picture in designated space. Appreciate them all by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by repeating the letters of alphabet aloud.

Assessment:

(5 min)

Ask students at random to guess that word elephant begins with which letter. Ask them to say the sound of letter as well.

Homework:

(2 min)

Write small letters of alphabet neatly in notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Topic: own name

Date:

Objective(s):

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

Recognise their own name in English using upper and lower case letters.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 90

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Tell students that they are going to play a fun game. Sk students at random to tell their names. Ask them to guess the initial letters of their names. Bring some straw cuttings in the class and put them in a basket. Ask students at random to come in front of the class. Ask them to use the straw cuttings to write the first letter of their names. Appreciate them for correctly writing the alphabet using straw cuttings. Appreciate them all for their correct responses by clapping for them.



Main Activities/Concept Building:

(27 min)

Tell students that we are going to have fun today. Ask students to tell if they know the spellings of their names. Write the spellings of students names on board for their assistance. Ask them to learn the spellings of their names. Now, clean the board. Ask them to open their textbook at page 90. Read the statement aloud. Encourage students at random to read the letters of their name aloud. Appreciate them all by their correct responses. Clap for them to boost their confidence. Read the 'Time to Listen and Speak' section statement. Now, ask students to say the spellings of their names aloud by taking turns. Appreciate them all for their good work.

Sum Up:

(3 min)

Sum up the lesson by repeating the letter of alphabets aloud.

Assessment:

(5 min)

Ask students at random to come in front of the class and say the spelling of their name.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 Periodic Unit: 2 Week: 2 Lesson Plan: 2
 Topic: own name Date:

Objective(s):

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

Colour letters and write their own name in English using upper and lower case letters.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 91, letter 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'.

Bring letter card in the class and place them on the table. Ask students to come in front of the class by taking turns. Ask student to say the spellings of their name. ask them to find the letter cards of their spellings. Ask them to arrange the cards on table according to their name. Appreciate them all for their correctly performing the activity. Clap for them to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell student that today we are going to do some colouring. Ask students to open their textbooks at page 91. Read the statement. Ask students to say the spellings of their name by taking turns. Ask student to find the alphabets that comes in the spellings of their name. ask them to carefully colour the letters circle. appreciate them all by clapping for them.

Read the statement from 'Time to Write' section. Now encourage students to write their names in the given space. Ask them to use the correct spellings of their names. Help them if need be. Now ask each student one by one to count that how many letters are there in their name. for example; name 'Sara' has four letters. Ask students to write the number in the white circle. now say ' HI! My name is _____. I have _____ letters in my name.' ask students to come in front of the class one by one. Ask them to say their name and numbers of letters aloud. Appreciate them all by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by revising the concepts one more time.

Assessment:

(5 min)

Ask students at random to tell what is their best friend name? Ask them to tell the numbers of letter in the name of their best friend.

Homework:

(2 min)

Complete the worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Colour the letters of your name. Write your name and number of letters .



My name is: _____

There are ____ letters in my name.

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

Term: 3 Periodic Unit: 2 Week: 2 Lesson Plan: 3
 Topic: vowels Date:

Objective(s):

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

- Recognise vowel 'a, e'.
- Associate vowel 'a', 'e' initial sound with names of object.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 92, letter cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Bring letter cards of 'a' and 'e' in the class. Show letter card of 'A' to student and ask them to say its name. ask them to share the initial sound of the letter 'a'. Note their responses. Ask students at random to say the name of an object that begins with letter 'a' sound. Appreciate them for their correct responses. Repeat the process for letter 'e' as well. Make sure to involve all students in the activity.

Main Activities/Concept Building: (27 min)

Tell the students that today they are going to learn about 'Vowels'. Tell students that there are five vowels in English alphabet. Tell them that remaining twenty-one letters are called consonants. Tell students that 'a', 'e', 'i', 'o', and 'u' are called vowels. Tell students that to open their textbooks at page 92. Read the statement. Ask students to read the first vowel letter aloud. Ask student to say the sound of letter 'a' as well. Ask a student at random to look at the pictures given in front of vowel 'a' and vowel 'e' and say their names. Ask students to say the initial sound of these pictures as well such as 'a' 'apple'. '/a/, /a/, apple'. Repeat the letter and sounds three to four times and ask students to repeat after after you. Bring the worksheets and ask students to match the correct pictures to each letter. Appreciate them all for their good work.

Sum Up: (3 min)

Sum up the lesson by recalling the initial initial letter sounds 'e' and 'a'.

Assessment: (5 min)

Ask students at random to say the names of an object by initial sound of 'a' and 'e'. Appreciate them for correct answers.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Match the picture to correct vowels according to initial letters.



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

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan:

4

Topic: vowels

Date:

Objective(s):

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

- Recognise vowel 'i', 'o', 'u'.
- Associate vowels 'i', 'o', 'u' initial sound with names of object.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 92, letter cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Bring letter cards of 'i', 'o' and 'u' in the class. Show letter card of 'i' to student and ask them to say its name. ask them to share the initial sound of the letter 'i'. Note their responses. Ask students at random to say the name of an object that begins with letter 'a' sound. Appreciate them for their correct responses. Repeat the process for letter 'o' as well. Make sure to involve all students in the activity.

Main Activities/Concept Building:

(27 min)

Tell the students that today they are going to learn about 'Vowels'. Tell students that there are five vowels in English alphabet. Tell them that remaining twenty-one letters are called consonants. Tell students that 'a', 'e', 'i', 'o', and 'u' are called vowels. Tell students that to open their textbooks at page 92. Read the statement. Ask students to read the vowel letters aloud. Ask student to say the sound of letter 'i' as well. Ask a student at random to look at the pictures given in front of vowel 'i', 'o' and 'u' and say their names. Ask students to say the initial sound of these pictures as well such as 'i' 'ink'. '/i/, /i/, ink'. Repeat the letter and sounds three to four times and ask students to repeat after after you. Bring the worksheets and ask students to match the correct pictures to each letter. Appreciate them all for their good work.

Sum Up:

(3 min)

Sum up the lesson by recalling the initial initial letter sounds 'i', 'o' and 'u'.

Assessment:

(5 min)

Ask students at random to say the names of an object by initial sound of 'i', 'o' and 'u'. Appreciate them for correct answers.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Match the picture to correct vowels according to initial letters.
















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

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Topic: vowels

Date:

Objective(s):

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

- Talk about vowels.
- Identify vowels. Write words with vowels.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 92-93, letter cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'. Bring letter cards of 'a', 'e', 'i', 'o', 'u'. Ask student at random to find a vowel cards you ask for. Ask students to share the name of an object with the vowel. Appreciate them for their correct answer. Make two teams of students. Ask both groups to open their textbooks at page 85 (poem). Ask each group to find and circle as many vowel as they can in the poem. The group with all correct answers wins this game.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to talk about vowel. Ask students to open their textbook page 92. Ask students to look at the given pictures and guess their names. Note their responses. Ask students to listen to you very carefully. Say the names of given pictures with correct pronunciation and students to repeat after you. Ask students to circle the vowels in the given word under each picture. Encourage them to circle all the vowels in the given words. Appreciate students for their good work by clapping for them. Ask students at random to share something about each picture to his/her fellow student. Ask them to tell and share some details about their own experiences related to these pictures. Appreciate them for their active participation.

Activity: Ask students to open their textbook page 93. Read the statement. Ask students to look at the given pictures carefully. Ask students to fill in the blanks by observing the pictures. Help them if need be. Write the correct answers on board. Now ask students to match the words with correct pictures. Ask students to match the words to pictures neatly. Help them if need be.

Read next statement statement. Encourage students to think of a word with each vowel sound. Ask them to share it with fellow students by taking turns. Write few answers on board as well. Ask students to write the words with each vowel in the given blanks. Encourage them all to complete their work in neat hand writing.

Sum Up:

(3 min)

Sum up the lesson by revising the concept of vowel letters one more time.

Assessment:

(5 min)

Ask students at ransom to tell ow many vowels are there in English alphabet. Ask them to tell what other alphabets are known as. Note their responses.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

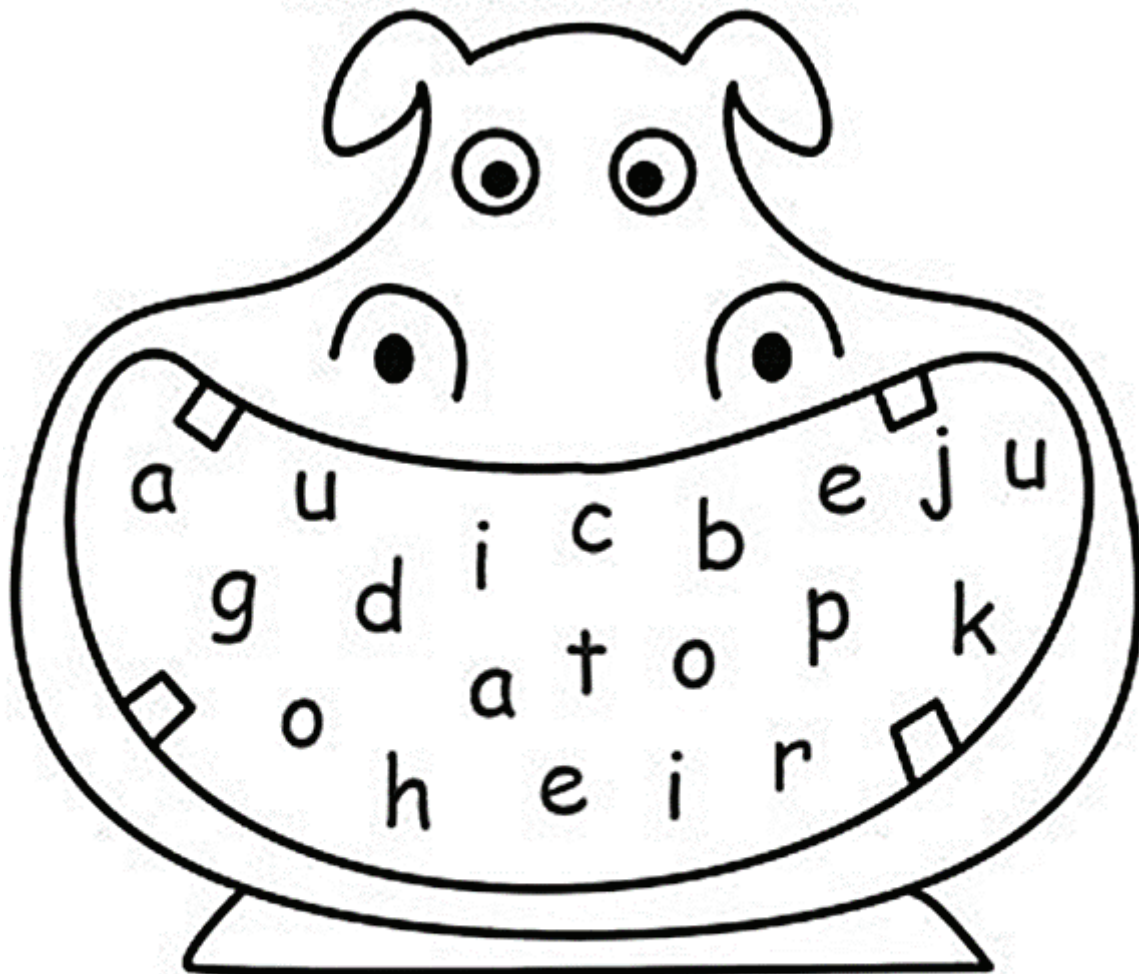
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Primer A		40 min

Worksheet

Name: _____

Date: _____

Circle all the vowels and write them below.



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

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 1

Topic: Poem

Date:

Objective(s):

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

Recite Poem with actions.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 94-95

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make students sit in a circle. Ask students at random if they like poems. Ask them to tell which poem they like the most. Tell them that today we are going to learn a poem. Paste pictures of poem characters on the board and discuss them with students.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read a poem 'Old MacDonald'. Ask them to open textbook page 94

Ask them to look at the given picture of the poem carefully. Read the title of the poem aloud and ask student to repeat after you.

Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat:

Old MacDonald had a farm, E-I-E-I-O
And in that farm, he had a cow, E-I-E-I-O
With a moo, moo here and a moo, moo there
Here a moo, there a moo, everywhere a moo, moo.
Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O
And in that farm, he had a duck, E-I-E-I-O
With a quack, quack here and a quack, quack there
Here a quack, there a quack, everywhere a quack, quack.
Old MacDonald had a farm, E-I-E-I-O

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line after you and performs the actions. Read the lines twice and ask students to repeat the action. Ask students to pretend to be a cow and duck while reading the lines. Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

Sum Up:

(3 min)

Read the poem again and ask students to repeat after you 3-4 times.

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

Assessment: (5 min)

Read the poem and ask student to perform the actions according to the poem. Appreciate them for their correct responses.

Homework: (2 min)

Read the poem on textbook page 94-95 at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

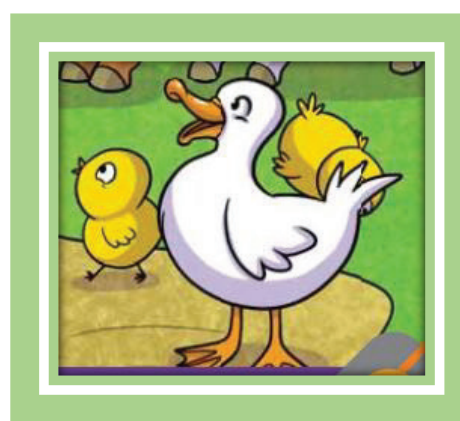
Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Picture Cards



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

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Topic: shapes

Date:

Objective(s):

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

- Recognise the names of shapes.
- Talk about name of shapes in surrounding.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 96, cotton buds, square book, triangular eraser, icecream sticks, chart papers cuttings, glue

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'. Draw some shapes, (triangle, square, rectangle) on board.

Bring some cotton buds on the class and place them on the table. Ask students to make the shape of your choice using the cotton buds.

Demonstrate the activity once by yourself for their better understanding.

Make sure to involve all students in the activity. Appreciate them all by clapping for their good performance.



Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about different shapes. Bring different objects of different shapes and place them on the board. Tell students that different things have different shape. Draw a triangle on the board. Tell students that this is a triangle, it had three corners. Show the triangular object (eraser) to students. Ask them to observe the shape carefully. Draw square on board and tell students that it is a square. It has four corners. It is always equal from all four side. Ask students to find any object in their surrounding in square shape. Appreciate students if they find any object by clapping for them. Repeat the process with rest of the shapes. Ask students to open their textbook page 96. Ask them to observe the shapes of the picture carefully and read their names. Ask students to say the names aloud for three to four times.

Ask students to look around the class and look for different objects of different shapes. Ask them to find as many objects as they can. Appreciate them all by clapping for them. Make four three groups of students. bring chart paper and ice-cream sticks in the class. Ask each group to make the the shape of your choice pasting the ice-cream stick on the given chart paper. Help them if need be.



Sum Up:

(3 min)

Sum up the lesson by revising the names of shapes.

Assessment:

(5 min)

Draw a shape on board and ask students to guess its name.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

—

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

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Topic: shapes

Date:

Objective(s):

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

- Identify and match shapes.
- Trace and write the names of shapes.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 97, worksheet,

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recall the names of shapes. Ask students at random to say the name of two shapes aloud. Tell students that they are going to play a fun game. Bring paper cuttings of shapes in different colors. Place these cuttings on floor. Ask students at random hop on the shape you asked for. Ask them to guess the shape correctly before hopping on it. Appreciate students for playing the game correctly. If a student fails to judge the correct shape, he/she will have to hop ten times. Appreciate them all by clapping for them.



Main Activities/Concept Building:

(25 min)

Tell students that today we are going to revise different shapes. Bring different objects of different shapes and place them on the board. Tell students that different objects have different shape. Draw a triangle on the board. Tell students that this is a triangle, it had three corners. Show the triangular object (eraser) to students. Ask them to observe the shape carefully. Hold a book in your hand and ask students at random to tell what shape is it. Encourage students to say the correct shape. Repeat the process using different objects from classroom surroundings. Ask students to open textbook page 97. Read the statement. Ask students to look at the given pictures and shapes carefully. Ask students to match the picture with correct shapes neatly. Appreciate them for their correct answers. Read next statement. Ask students to read the given words. Help them if need be. Tell students that they are going to trace these names of shapes. Encourage them to trace in neat hand writing. Then, ask students to copy the names of shapes with correct formation in the given space. Help them if need be. Appreciate them all. Clap for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by recalling the shapes and their name again.

Assessment:

(5 min)

Ask students to say the spellings to shapes that they have just written. Appreciate for correct answers.

Homework:

(2 min)

Solve the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Draw shapes and colour them. (square, circle, triangle, rectangle)



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

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan:

4

Topic: three letter words

Date:

Objective(s):

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

- Recognise three letters words.
- Talk about three letters in surrounding.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 98, hat, inkpot

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 an ink pot and a hat in the class. Ask students to guess what are these.

Write on board 'ink' and 'hat'. Say the words aloud three to four times by holding the objects in hand. Ask students to read the spellings of hat and ink and say them aloud. Say the spellings three to four time. Ask students at random to tell if they know the spellings of word 'rat' note their responses. Appreciate them all for active participation in activity by clapping for them.



Main Activities/Concept Building:

(27 min)

Tell students that we're going to learn some three letter words. These words are very easy to learn and remember. Tell students that there are many three letters word that we can remember and learn. Ask students to open their textbooks at page 98. Read the statement aloud. Now encourage students to look at the pictures carefully. Say the spellings of first word aloud and ask them to repeat after you. Say 'a', 'n', 't', 'ant' three to four times. Repeat the process with all the words given in their textbooks. Make sure that students observe the pictures as well.

Write letter C, A, T on the board. Tell students that we can make different word by joining letters. Say the initial sound of C, A, T aloud and ask students to repeat after you. Write 'C' and 'A' together and say the sound /ca/ three to four times. Write 'c', 'a', 't' together and say the sounds /cat/ again three to four times. Repeat the process using different letters for their better understanding. Repeat all the three letter words again and encourage student to read after you.

Sum Up:

(3 min)

Sum up the lesson by repeating the three letter word given in the book.

Assessment:

(5 min)

Ask students at random to come in front of the class and share a three letter word.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 Periodic Unit: 2 Week: 3 Lesson Plan: 5
Topic: three letter words Date:

Objective(s):

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

- Identify and make three letter words.
- Identify and write three letter words.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, cup, textbook page 99

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask student to sit in a circle. Ask student at random to tell if they have eaten egg in their breakfast. Note their response. Ask students at random to tell if they know how to spell egg. Tell student that letters 'e', 'g', 'g' sounds /egg/ when joined together. Now bring a cup and place it on the table. Ask students at random to tell what is this. Say the initial sound of 'cup' and student to guess the first letter. Appreciate students if they guess correct letter 'c'. write 'cup' and say it aloud. ask students to repeat after you. Appreciate them all.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to write some three letter words today. recall the concept of three letter words one more time. Ask students to open their textbook at page 99. Read the statement. Ask students to look at the pictures carefully. Ask students to say the name of these pictures. Appreciate them for their correct answers. Tell students that we can write the correct word by arranging the words in correct order. Ask students to guess the correct words and write them down in the given blanks correctly. Ask students to write the three letter words in neat hand writing. Appreciate them all by clapping for them for writing the correct three letter words.

Read the next statement. Ask students to observe the pictures carefully. Ask them if they know that what these objects are called. Appreciate them if they say the correct names. Tell students that we are going to write the names of these objects neatly in the given blanks. Write the correct three letter words with correct spellings on board. Ask students to write the correct answers in the given blanks neatly. Help them if need be. appreciate them all by clapping to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating all the three letter words one more time.

Assessment:

(5 min)

Ask students at random to come in front of the class and say three letter word with spellings.

Homework:

(2 min)

Learn five three letter words with correct spellings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 Periodic Unit: 2 Week: 4 Lesson Plan: 1
 Topic: beginning sounds Date:

Objective(s):

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

- Recognise the beginning sound of a word.
- Associate initial letter sound with names of object.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 100, toy cat, 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'.

Bring a toy cat in the classroom. Show it to students. Ask students at random to tell what is it. Note their responses. Write 'toy' and 'cat' on board. Say word 'cat' aloud three to four times and students to repeat after you. Focus on their initial sound of word cat like /c/ 'cat, /c/ 'cat. Now ask students at random to say the initial sound of word 'cat'. Note their response. Appreciate for correct answer. Now underline word 'toy' and ask the students to guess the beginning sound of it. Appreciate them all for their correct answer by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about the beginning sounds. Tell students that each word has a beginning sound according to the initial letter. Ask students to open textbook page 100. Read the first statement. Ask students to look at each given picture. Ask them to guess the names of the given pictures. Write the correct spellings of the pictures on board. Say them aloud three to four times aloud and ask students to read after you. Bring the pictures cards in class. Show a picture card to a student at random and ask him/her to say its name. appreciate student for giving correct answer. Say the name three to four times aloud focusing on the beginning sound. Now encourage student to guess the beginning sound of the word. appreciate by clapping for the correct answer. Repeat the process with other students using different picture cards. Appreciate them all for their good work to boost their confidence.

Read the statement from 'Time to Listen and Speak'. Ask students to look at the given pictures and observe them carefully. Say the names of these words aloud with correct pronunciation. Focus on the beginning sound while pronouncing the names. Point toward any given picture and ask students at random to say the name and guess the beginning sound of it. Appreciate students by clapping for giving correct answers.

Sum Up:

(3 min)

Sum up the lesson by repeating the words and learning their beginning sounds.

Assessment:

(5 min)

Show a random picture card to students and ask him/her to say the word and the beginning sound.

Homework:

(0 min)

N/A

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

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Topic: beginning sounds

Date:

Objective(s):

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

- Identify the beginning sound of a word.
- Write the beginning sound of a word.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, textbook page 101

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Bring some picture cards and show them to students. Ask students to raise their hands if they know the names of these pictures. Ask students at random to share the names of these pictures aloud. Ask students to tell the beginning sounds as well. Now bring some random objects from classroom surroundings such as marker, book etc. show a book to students and ask what is this? Note their responses. Ask students to guess the beginning sound of the word 'book'. Note their responses. Appreciate them all for their good work in activity by clapping for them.

Main Activities/Concept Building:

(27 min)

Recall the concept of beginning sounds of words. Ask students at random to share a word and tell the beginning sound as well. Appreciate them for correct answers. Ask students to open their textbooks at page 101. Read the statement. Ask students to read the words aloud with correct pronunciation. Help them if need be. Focus on the beginning sounds of the words for their better understanding. Ask students to match the words that have same beginning sound. Help them if need be. Tell students that 'tap-top', 'bag-bun' and 'cat-cup' have same beginning sounds. Ask them to match the words neatly.

Read the next statement. Ask students to look at the given pictures carefully. Ask student to tell the names of these objects. Write these names on the board and say them aloud. Ask students to guess the beginning sounds. Appreciate for their correct responses. Ask them to write the beginning sounds of each picture in the given space. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Sum up the lesson by saying the initial sounds of different words.

Assessment:

(5 min)

Show any picture card to students at random and ask them to say the beginning sounds.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 Periodic Unit: 2 Week: 4 Lesson Plan: 3
Topic: middle sounds Date:

Objective(s):

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

- Recognise the middle sound of a word.
- Associate middle letter sound with names of object.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 102, hat

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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 hat in the classroom. Show it to students. Ask students at random to tell what is it. Note their responses. Write 'hat' and 'zip' on board. Say word 'hat' aloud three to four times and students to repeat after you. Focus on the middle sounds of word hat like /a/ 'hat, /a/ 'hat. Now ask students at random to say the middle sound of word 'hat'. Note their response. Appreciate for correct answer. Now underline word 'zip' and ask the students to guess the middle sound of it. Appreciate them all for their correct answer by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today we are going to learn about the middle sounds. Tell students that each word has a middle sound. Ask students to open textbook page 102. Read the first statement. Ask students to look at each given picture. Ask them to guess the names of the given pictures. Write the correct spellings of the pictures on board. Say them aloud three to four times aloud and ask students to read after you. Bring the pictures cards in class. Show a picture card to a student at random and ask him/her to say its name. Appreciate student for giving correct answer. Say the name three to four times aloud focusing on the middle sound. Now encourage student to guess the middle sound of the word. Appreciate by clapping for the correct answer. Repeat the process with other students using different picture cards. Appreciate them all for their good work to boost their confidence.

Read the statement from 'Time to Listen and Speak'. Ask students to look at the given pictures and observe them carefully. Say the names of these words aloud with correct pronunciation. Focus on the middle sound while pronouncing the names. Point toward any given picture and ask students at random to say the name and guess the middle sound of it. Appreciate students by clapping for giving correct answers.

Sum Up: (3 min)

Sum up the lesson by repeating the words and learning their middle sounds.

Assessment: (5 min)

Show a random picture card to students and ask him/her to say the word and the middle sound.

Homework: (0 min)

N/A

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Picture card



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

Term: 3 Periodic Unit: 2 Week: 4 Lesson Plan: 4
Unit Name: Topic: middle sounds Date:

Objective(s):

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

- Identify the middle sound of a word.
- Write the middle sound of a word.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, textbook page 103

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Bring some picture cards and show them to students. Ask students to raise their hands if they know the names of these pictures. Ask students at random to share the names of these pictures aloud. Ask students to tell the middle sounds as well. Now bring some random objects from classroom surroundings such as marker, book, pen etc. Show a pen to students and ask what is this? Note their responses. Ask students to guess the middle sound of the word 'pen'. Note their responses. Appreciate them all for their good work in activity by clapping for them.

Main Activities/Concept Building: (27 min)

Recall the concept of middle sounds of words. Ask students at random to share a word and tell the middle sound as well. Appreciate them for correct answers. Ask students to open their textbooks at page 103.

Read the statement. Ask students to look at the given pictures carefully and say their names. Say the names aloud with correct pronunciation three to four times. Focus on the middle sounds of the words for their better understanding. Ask students to circle the letter that have same middle sound according to the given picture. Help them if need be. Tell students that 'a- hat', 'i- zip' and 'e- den' are the middle sounds. Ask them to circle the words properly.

Read the next statement. Ask students to look at the given pictures carefully. Ask student to tell the names of these objects. Write these names on the board and say them aloud. Ask students to guess the middle sounds. Appreciate for their correct responses. Ask them to write the middle sounds of each picture in the given space. Appreciate them all for their correct answers.

Sum Up: (3 min)

Sum up the lesson by saying the middle sounds of different words.

Assessment: (5 min)

Show any picture card to students at random and ask them to say the middle sounds.

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Topic: ending sounds

Date:

Objective(s):

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

- Recognise the ending sound of a word.
- Associate ending letter sound with names of object.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 104, cup

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 cup in the classroom. Show it to students. Ask students at random to tell what is it. Note their responses. Write 'cup' and 'pin' on board. Say word 'cup' aloud three to four times and students to repeat after you. Focus on the ending sounds of word cup like /p/ 'cup, /c/ 'cup'. Now ask students at random to say the ending sound of word 'cup'. Note their response. Appreciate for correct answer. Now underline word 'pin' and ask the students to guess the ending sound of it. Appreciate them all for their correct answer by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about the ending sounds. Tell students that each word has a ending sound. Ask students to open textbook page 104. Read the first statement. Ask students to look at each given picture. Ask them to guess the names of the given pictures. Write the correct spellings of the pictures on board. Say them aloud three to four times aloud and ask students to read after you. Bring the pictures cards in class. Show a picture card to a student at random and ask him/her to say its name.

Appreciate student for giving correct answer. Say the name three to four times aloud focusing on the ending sound. Now encourage student to guess the ending sound of the word. Appreciate by clapping for the correct answer. Repeat the process with other students using different picture cards. Appreciate them all for their good work to boost their confidence.

Read the statement from 'Time to Listen and Speak'. Ask students to look at the given pictures and observe them carefully. Say the names of these words aloud with correct pronunciation. Focus on the ending sound while pronouncing the names. Point toward any given picture and ask students at random to say the name and guess the middle sound of it. Appreciate students by clapping for giving correct answers.

Sum Up:

(3 min)

Sum up the lesson by repeating the words and learning their ending sounds.

Assessment:

(5 min)

Show a random picture card to students and ask him/her to say the word and the ending sound.

Homework:

(0 min)

N/A

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

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan:

1

Topic: ending sounds

Date:

Objective(s):

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

- Identify the ending sound of a word.
- Write the ending sound of a word.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 105

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Bring some picture cards and show them to students. Ask students to raise their hands if they know the names of these pictures. Ask students at random to share the names of these pictures aloud. Ask students to tell the ending sounds as well. Now bring some random objects from classroom surroundings such as marker, book, pen etc. Show a pen to students and ask what is this? Note their responses. Ask students to guess the ending sound of the word 'pen'. Note their responses. Appreciate them all for their good work in activity by clapping for them.

Main Activities/Concept Building:

(27 min)

Recall the concept of middle sounds of words. Ask students at random to share a word and tell the ending sound as well. Appreciate them for correct answers. Ask students to open their textbooks at page 105.

Read the statement. Ask students to look at the given pictures carefully and say their names. Say the names aloud with correct pronunciation three to four times. Focus on the ending sounds of the words for their better understanding. Ask students to circle the letter that have same ending sound according to the given picture. Help them if need be. Tell students that 'n- fan', 'g- log' and 't- net' are the ending sounds. Ask them to tick the words properly.

Read the next statement. Ask students to look at the given pictures carefully. Ask student to tell the names of these objects. Write these names on the board and say them aloud. Ask students to guess the ending sounds. Appreciate for their correct responses. Ask them to write the ending sounds of each picture in the given space. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Sum up the lesson by saying the ending sounds of different words.

Assessment:

(5 min)

Show any picture card to students at random and ask them to say the ending sounds.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 2

Topic: rhyming words

Date:

Objective(s):

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

- Recognise the simple rhyming words.
- Talk about rhyming words.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 106, toy cat, floor mat,

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 on the floor. Bring a toy cat and a mat in the classroom. Throw the toy cat towards a student ask him/her to catch. Ask the students to tell what animal is this. Note their response. Now show the floor mat to students and ask them what it is. Tell students that this is a floor mat. Write 'cat', and 'mat' on the board students to say 'cat' and 'mat' aloud for three to four times. Appreciate them all for their active participation.

Main Activities/Concept Building:

(27 min)

Tell students that they are going to learn about rhyming words today. Tell students that rhyming words have same ending sounds such as 'cat' and 'hat'. Tell students that there are many words that rhyme together. Ask students to open textbook page 106. Read the statement. Read the given example of rhyming words one by one with correct pronunciation. Ask student to read after you aloud. Ask students to notice the same ending sounds of rhyming words in examples. Write some random example of rhyming words on board as well and read them aloud for better understanding of students.

Read the second statement. Tell students that we are going to make pairs of rhyming words. We are going to fill in the blanks in order to complete the word ladder of rhyming words. Tell students that they can take help from the given pictures to complete the rhyming words ladder. Read first word 'cat' aloud. Ask students to look at the picture of mat and say its name. Ask them to write the letter 'm' in the blank to complete the word. Say rhyming words 'cat' and 'mat' aloud. Keep repeating the process to fill in the blanks with the help of given pictures. Ask students to complete word ladder in neat hand writing. Encourage students to use any pair of rhyming word to make sentences of their own in their notebooks. Appreciate students for their good work.

Sum Up:

(3 min)

Sum up the lesson by saying some rhyming words aloud.

Assessment:

(5 min)

Say a word aloud and ask students at random to tell its rhyming word. Appreciate them for their correct rhyming words.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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

Term: 3 Periodic Unit: 2 Week: 5 Lesson Plan: 3
 Topic: rhyming words Date:

Objective(s):

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

- Identify and match rhyming words.
- Make and write rhyming words.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 107, 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'.

Ask students to sit in a circle. Bring some picture cards. Show picture cards to students and place them in the basket. Make pair of students. ask a student from each pair to pick a picture card and say its name. ask other student to find another picture card that can rhyme with the first card. Such as 'cat-mat' etc. Make sure to involve all students in the activity. Appreciate them all for their good performance in classroom activity by clapping for them.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to learn more about rhyming words. Tell them that rhyming words have same ending sounds. Ask students at random to share some rhyming words aloud with fellow students. Ask students to open their textbooks page 107. Read the statement. Ask students to look at the given pictures. Ask them to say the names of given pictures aloud. say the names aloud three to four times for better understanding of students. Ask students to match the word that rhyme together. Ask them to match words neatly. Read the next statement. Tell students that they are going to write some rhyming words in the given space. Read the first word 'pen' aloud. ask students to think of some words that rhymes with 'pen'. Note their responses. Appreciate them for their correct answers. Write the words 'hen' and 'den' on board and ask students to complete the blanks to make rhyming words. Repeat the process with word 'bun' as well. Encourage them to write rhyming word in neat hand writing. Appreciate them all for their good work by clapping for them.

Sum Up: (3 min)

Sum up the lesson by saying some rhyming words aloud.

Assessment: (5 min)

Ask students to say some rhyming words of their own.

Homework: (2 min)

Ask students to complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

Worksheet

Write two rhyming words for each given word.

cat		
-----	--	--

lip		
-----	--	--

hop		
-----	--	--

car		
-----	--	--

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

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan:

4

Topic: poem

Date:

Objective(s):

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

- Recite the poem.
- Talk about Good habits.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 108

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Make students sit in a circle. Ask students at random if they like poems. Ask them to tell which poem they like the most. Tell them that today we are going to learn a poem. Paste pictures of poem characters on the board and discuss them with students. Ask students at random if they wash their hand before eating anything. appreciate they respond correctly. Ask student to share some of their good habits with fellow students.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read a poem 'Good Habits'. Ask them to open textbook page 108. Ask them to look at the given picture of the poem carefully. Read the title of the poem aloud and ask student to repeat after you.

Read the poem line by line with correct pronunciation and intonation and ask students to follow and repeat:

Brush, brush, brush your teeth,
early in the morning!
Take, take, take your bath,
early in the morning!
Comb, comb, comb your hair,
early in the morning!
Drink, drink, drink your milk,
early in the morning!
Go, go, go to school,
early in the morning!

Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions several times. Ask a student to read the first line after you and performs the actions. Read the lines twice and ask students to repeat the action. Read the lines and ask students to pretend brushing their teeth or combing their hair. Read all the lines and encourage students to act on the poem by repeating the actions. Have students listen to the poem attentively and encourage them to read aloud with actions.

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

Sum Up: (3 min)

Read the poem again and ask students to repeat after you 3-4 times.

Assessment: (5 min)

Read the poem and ask student to perform the actions according to the poem. Appreciate them for their correct responses.

Homework: (2 min)

Read the poem on textbook page 108 at home with correct pronunciation and intonation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3

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, picture cards, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students to sit in a circle. Ask students at random to tell what is their favourite poem. Note their response. Ask students to come in front of the class and read their favourite poem aloud for their fellow students. Ask students to read the poem with some actions as well. Make sure to involve all students in the activity. Appreciate them all for reading poems correctly by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to recall some previously learnt concepts. Ask students at random to come in front of the class. Ask students write their names on board. Encourage them to write the correct spellings. Appreciate them for writing their name on board correctly.

Ask students at random to tell what are vowels. Ask students to share the vowels loud. Call students at random to come in front of the class and say the name of an object with vowels 'a, e, i, o, u'. Appreciate them for their correct words using the vowels.

Draw some shapes on board. Ask students at random to tell which shape are these. Note their Responses. Ask students to share the spellings of names of shapes if they can. Appreciate by clapping for their correct responses. Write some three letter words on board and ask students to read them aloud. Ask students to identify the beginning, middle and ending sounds of these words as well.

Make pair of students. Ask each pair to share some rhyming words with their fellow students. Ask students to use these rhyming words in to sentences of their own. Appreciate them all by clapping for them.

Sum Up:

(3 min)

Sum up the lesson by recalling all the previously learnt concepts.

Assessment:

(5 min)

Put different picture cards on table. Ask students to pick up a card and say its beginning, middle and ending sound. Ask student to make a rhyming word with same word as well.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Complete the words with vowels.



___ pple



___ val

Write a word with each vowel.

Trace and copy the given shapes names.

circle square triangle rectangle

Look at the given picture. Write the beginning, middle and ending sound of given picture.



Beginning

Middle

Ending
