

ENGLISH



AFAQ SUN SERIES

Based on Single National Curriculum 2022

Grade

Pre-Primer



Lesson Plans

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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.'

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

Homework: (0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

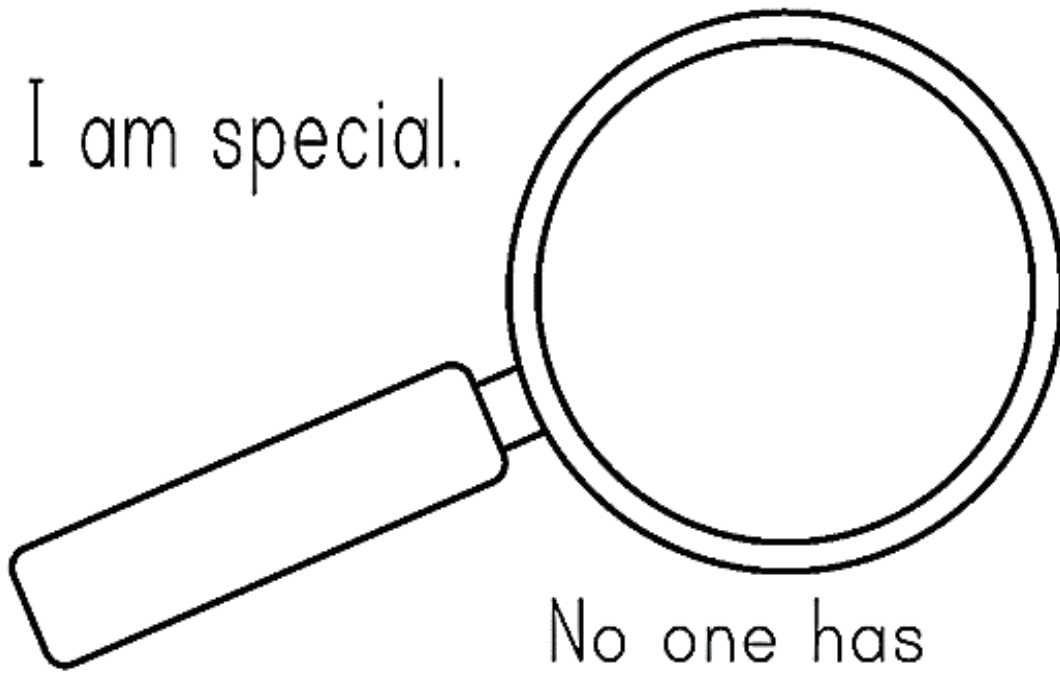
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

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	PRE-PRIMER		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, Face paints, Toy Ball, Picture card of a girl and a boy

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'.

Your behaviour should be friendly and welcoming to make them feel comfortable. Tell students that today they are going to have more fun. Ask them if they have asked their parents the meaning of their names.

Encourage them if they respond in yes.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to have so much fun. Have students sit in a circle. Tell them that today they will introduce themselves like 'I am Ali. I am a boy.' First introduce yourself as 'I am _____. I am a girl.'

Tell them that now you will pass a ball to them. Whoever gets the ball will introduce himself or herself and pass the ball to the next student. Start the game. Encourage the shy students to participate. Try to be as polite as you can. Polite and loving behaviour will help you in dealing with students to give them confidence.

Repeat the game with all students.

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)

Ask girls and boys to raise their hands according to your instruction. Ask them to clap for each other by taking turns.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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, 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 _____.'

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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	PRE-PRIMER		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, 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 with same colour of pompom. 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:

(0 min)

N/A

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

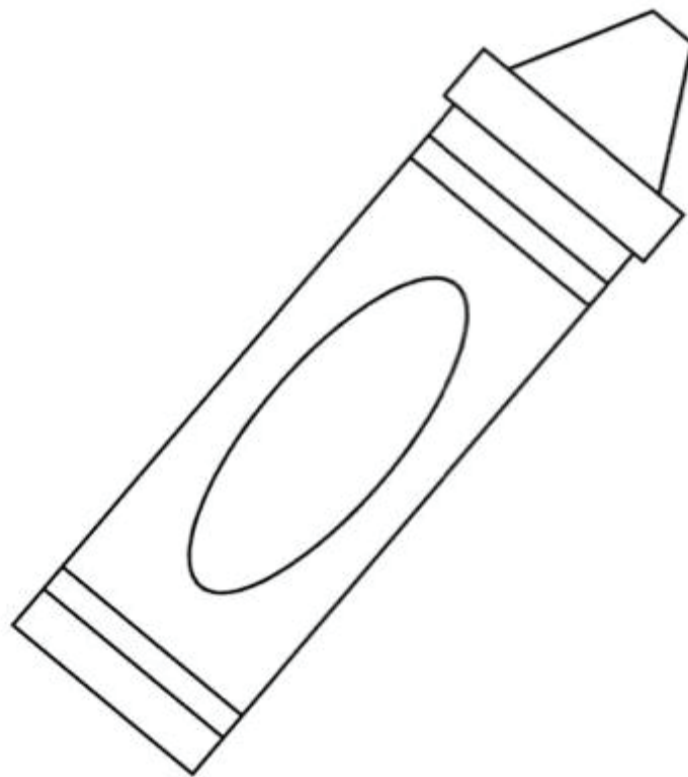
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



My favourite colour is: _____

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

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 5

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, sock puppet

Teaching & Learning Activities:

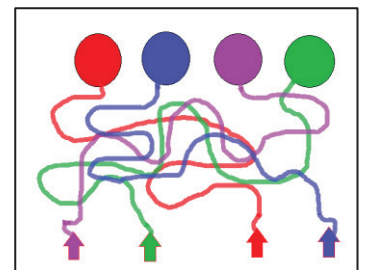
Opening Activities/Warm-up:

(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. 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 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	PRE-PRIMER		40 min

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**
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 on its place.

Tell students that to turn the 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 demonstrate, write English Alphabet on board. Read the alphabet and tell students that you are reading alphabets from left hand side. Encourage students to read

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

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 ☐

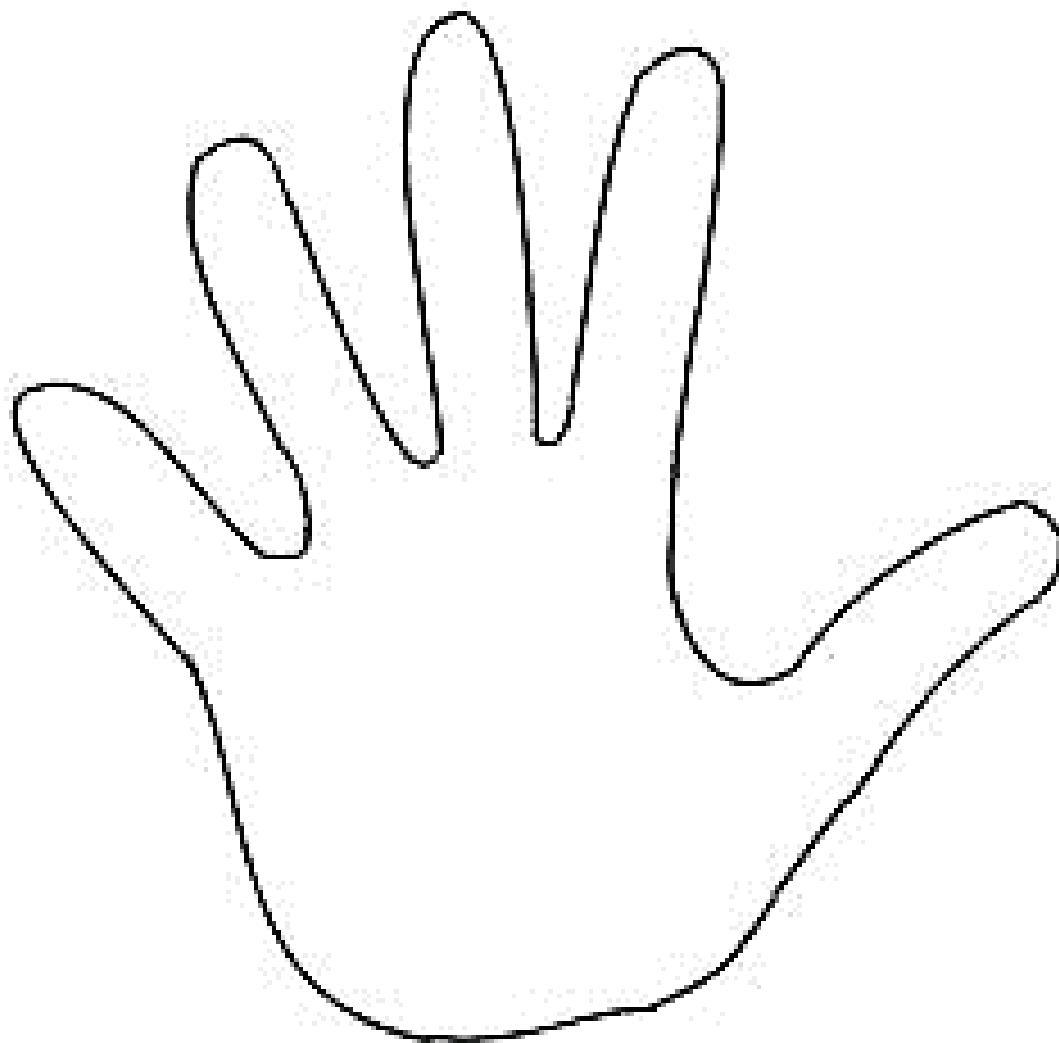
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



My Left Hand

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

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

Pair Work:

Activity:

Make pair of students. Ask each pair to practice the greetings with each other. Ask them to practice different greetings to greet 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.

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

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 3**
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 on a mat. Bring a picture card of a 'duck' and show it to students. Ask them do you know what is this? Note their answers. Students will reply, 'It is a duck'. Encourage them to talk about duck. Ask students at random to mimic the sound of 'duck'. Encourage students to make sound of duck /quack, quack/. Appreciate them all by clapping for them. Tell students that duck is a pet animal and we can keep it at our home/farm.

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 animals that they can see in the picture. Discuss each animal and its sound with students. Ask them to notice that how each animal makes different sound. 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 cow. Encourage them to say aloud /moo, moo/, /moo, moo/. Repeat the process and ask students to share sounds /meow, meow/, /cluck, cluck/, /quack, quack/, /baa, baa/, /buzz, buzz/, and /chirp, chirp/ 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	PRE-PRIMER		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	PRE-PRIMER		40 min

Term: 1 Periodic Unit: 1 Week: 2 Lesson Plan: 4
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	PRE-PRIMER		40 min

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**
Unit Name: **Topic: Pencil Holding/Tracing lines** **Date:**

Objective(s):

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

- Hold a pencil correctly.
- Trace curve lines (Down curves).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 5

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Bring a tray filled with sand in the class and place it on the table. Tell student that today we are going to play a fun game. Gather students around the table. Draw some curve lines (down curves). Ask them to listen to your instructions carefully. Explain to them how to move their fingers in sand to draw curve lines. Now encourage students at random to draw curve lines using their index finger. Help them if need be. Make sure to involve all students in the activity. Appreciate them all for their work.

Main Activities/Concept Building:

(25 min)

Activity:

Tell students that today they are going to learn how to draw curve lines. Draw some curved lines (down curves) on the board. Demonstrate the method three to four times for their better understanding. Now ask students at random to come in front of the class and pretend to draw curve lines in air using their pencils. Ask them to hold their pencils correctly. Demonstrate the pencil holding posture if needed. Appreciate students for drawing curve lines.

Activity:

Draw some vertical lines on board. Ask students at random to come in front of the class and ask them to draw a curve 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 curve lines on given space. Ask them to draw lines on designated space.

Sum Up:

(3 min)

Sum up the lesson by drawing some curve 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	PRE-PRIMER		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

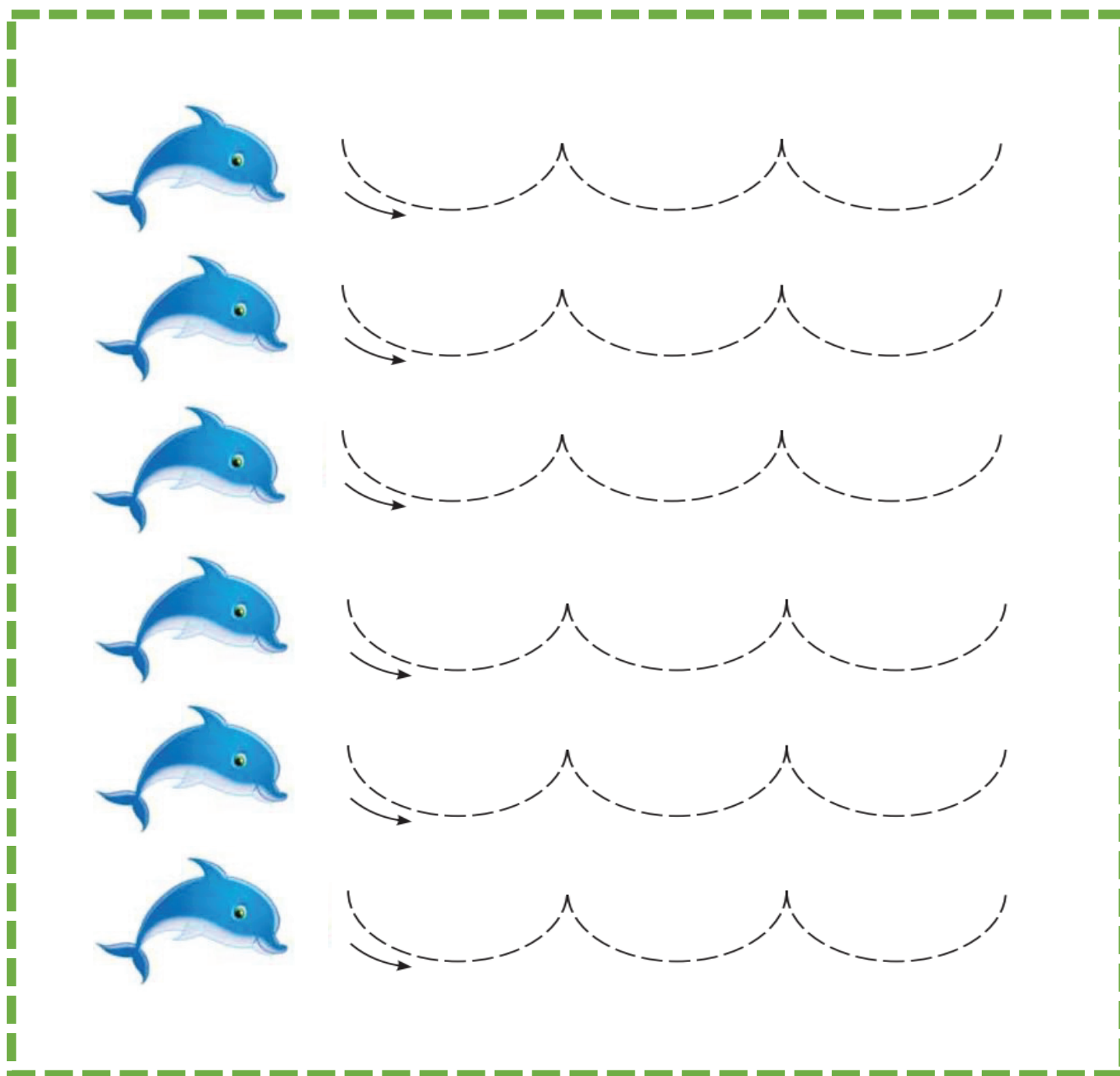
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace curve lines.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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 curve lines (Down curves).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 5

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Bring a tray filled with sand in the class and place it on the table. Tell student that today we are going to play a fun game. Gather students around the table. Recall the previous lesson by drawing some curve lines (down curves). Now draw some curve lines (up curves). Ask them to listen to your instructions carefully. Explain to them how to move their fingers in sand to draw curve lines. Now encourage students at random to draw curve lines using their index finger. Help them if need be. Make sure to involve all students in the activity. Appreciate them all for their work.

Main Activities/Concept Building: (25 min)

Activity:

Tell students that today they are going to learn how to draw curve lines. Draw some curved lines (down curves) on the board. Demonstrate the method three to four times for their better understanding. Now ask students at random to come in front of the class and pretend to draw curve lines in air using their pencils. Ask them to hold their pencils correctly. Demonstrate the pencil holding posture if needed. Appreciate students for drawing curve lines.

Activity:

Draw some vertical lines on board. Ask students at random to come in front of the class and ask them to draw a curve 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 curve lines on given space. Ask them to draw lines on designated space.

Sum Up: (3 min)

Sum up the lesson by drawing some curve 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.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

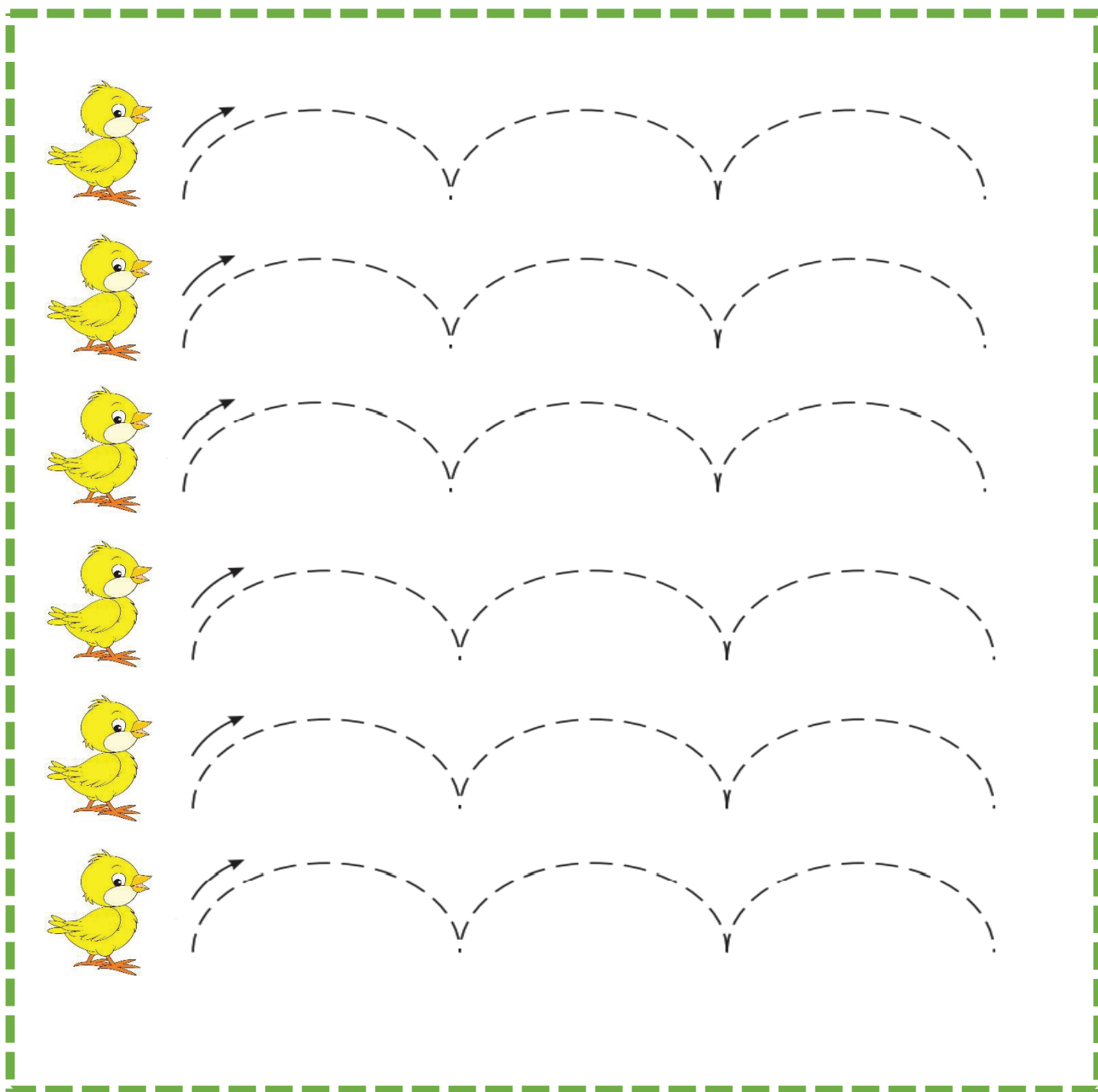
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace wavy lines.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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 wavy line.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 6, 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 some curve lines using their fingers on the sand. Make sure to involve all student in the activity. Appreciate 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 curved 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 6. Ask them to hold their pencils correctly. Demonstrate the correct pencil holding posture if needed. Ask them to trace 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	PRE-PRIMER		40 min

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

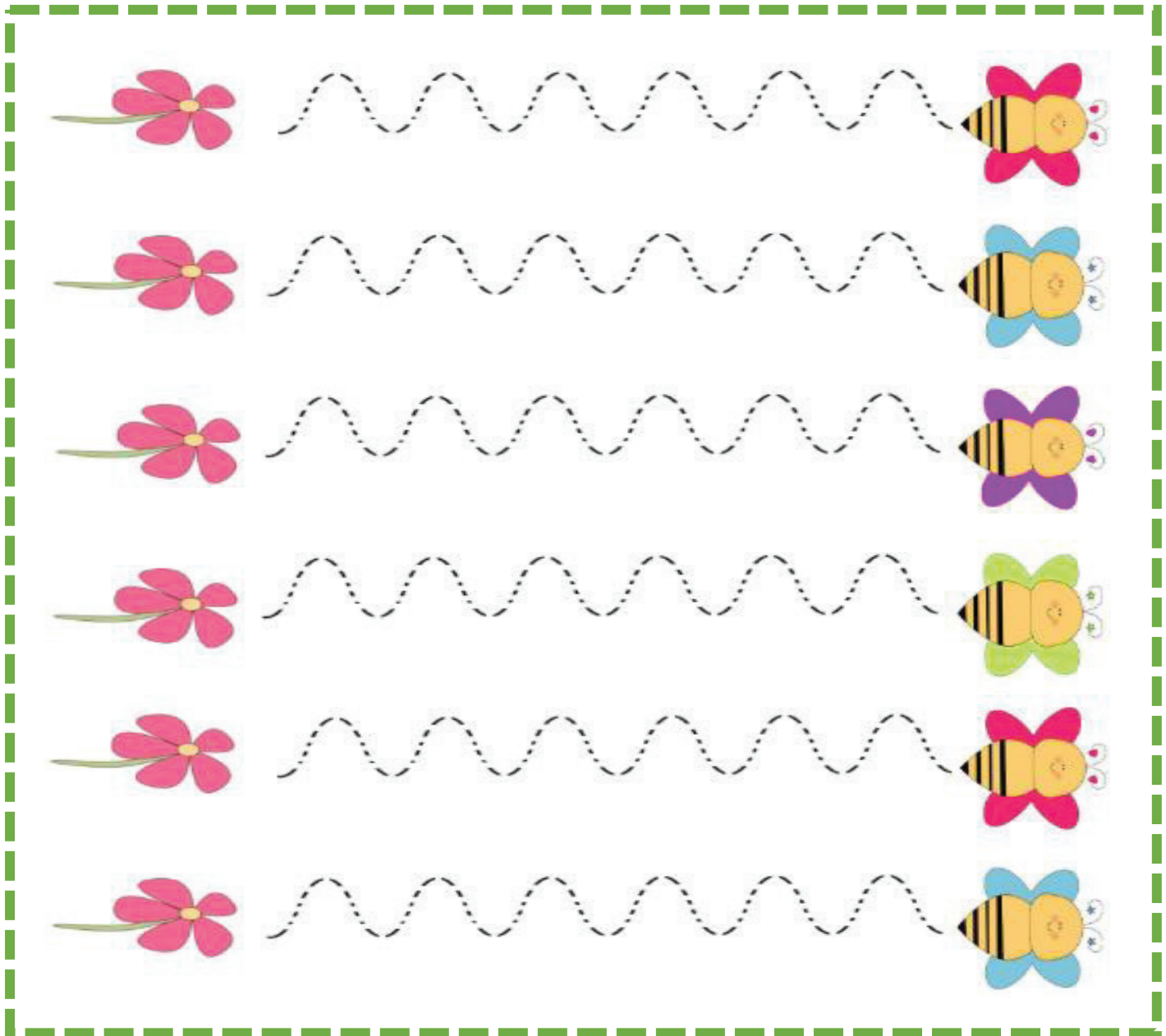
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace and colour the given picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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 zigzag lines.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 6, colourful tape

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Ask students that today we are going to play a fun game. Draw two zigzag lines on floor using different colourful tapes. Make two groups of students. tell students that they will walk on the drawn shape (slant line), when they reach one edge, they should turn and start walking on line again. Demonstrate the method by yourself once so that student can understand. Now ask students from both groups to walk on zigzag lines. Ask them to follow your instructions carefully.

Now arrange a race between both groups. Assign a zigzag line to each group. Ask students of both groups to walk on their zigzag lines by taking turns. The group who finishes the race first wins. Appreciate them all by clapping for them to boost their confidence for their active involvement in the game.



Main Activities/Concept Building:

(25 min)

Activity:

Tell students that today they are going to learn how to draw zigzag lines. Use your hand movements to show the zigzag lines gesture. Encourage students to use their hands to make shape of an upward cone/triangle. Ask student students to stand in a circle and join their hands with fellow students by using hand gesture like upward zigzag/triangle shape. Tell students that they have created zigzag shape by using their hands and arms. Appreciate them for their work. Draw some zigzag lines on board to demonstrate the method. Ask students at random to come in front of the class and ask them to draw a zigzag 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. Demonstrate the correct pencil holding posture if needed. Ask them to trace 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 zigzag lines on the board by demonstrating the correct pencil-holding posture.

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

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 zigzag lines on board.

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

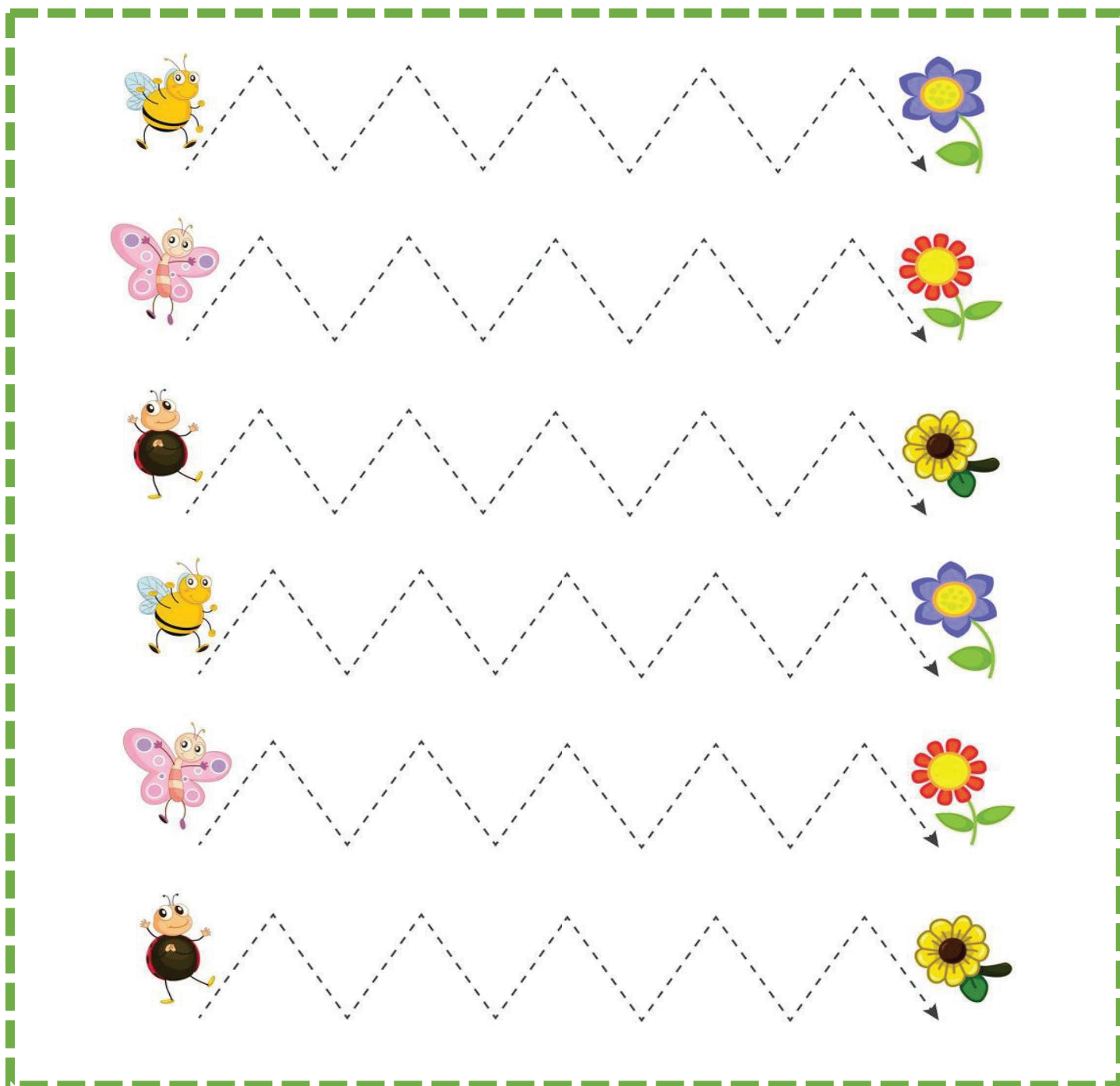
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace and colour the given picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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.
- Trace circle chains lines and wavy lines (cloud lines).

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 7, buttons, 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'.

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 some circles and wavy using their fingers on the sand. Make sure to involve all student in the activity. Appreciate 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. Ask students at random to tell the names of different objects that are circular in shape. For example, clock, ball, buttons, wheels, bottle caps etc. Appreciate them all for their answers.

Main Activities/Concept Building:

(25 min)

Activity:

Tell students that today they are going to learn how to draw circle chains lines and 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.

Activity:

Bring some chart papers and draw circle chains lines. Make groups of students. Ask each group to paste colourful buttons on the lines using glue. Ask them to follow the lines and paste the buttons carefully. Appreciate them all for their good work 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 circle chains lines 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 circle chains 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 circle chains lines and wavy lines on board.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

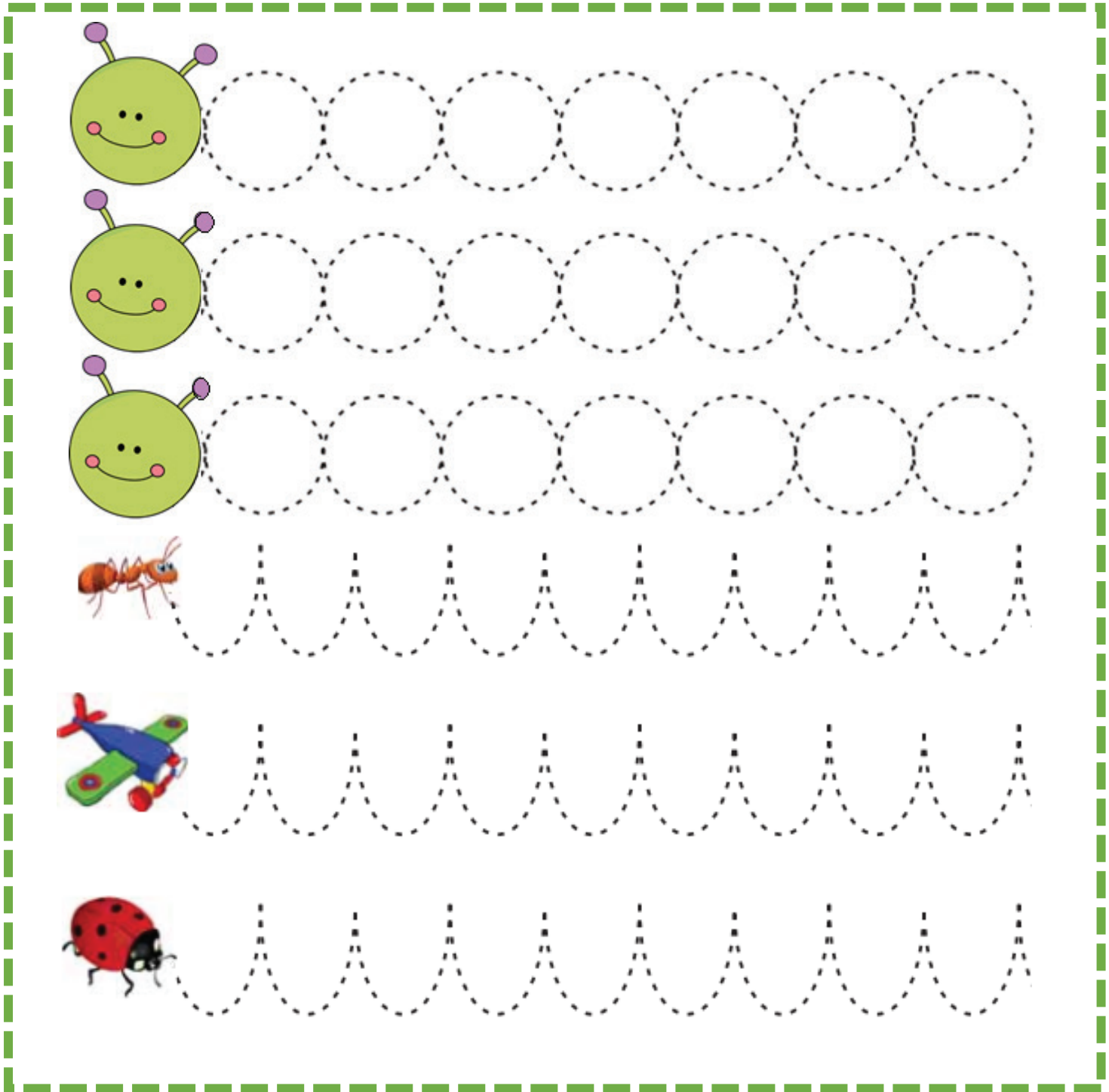
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Draw wavy lines.



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

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 5**
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.
- Trace wavy lines (mouse ears and castle lines).

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 wavy lines (mouse ears and castle lines) 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 wavy lines. Ask students to make sure to paste yarn on the lines accurately. Help them in pasting the yarn on drawn wavy lines. 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 more lines. Draw some wavy lines on board. Ask students at random to come in front of the class and ask them to draw wavy line on the board. Help them if need be. Appreciate them for their efforts.

Activity:

Bring some chart papers and draw circle wavy lines. Make groups of students. Ask each group to paste colourful yarn on the lines using glue. Ask them to follow the lines and paste the colourful yarn carefully. Appreciate them all for their good work by clapping for them.

Activity:

Ask student to open their textbooks at page 8. Ask them to hold their pencils correctly. Demonstrate the correct pencil holding posture if needed. Ask them to trace wavy lines (Mouse ears and castle 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 repeating the names of different shapes.

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 any lines of your choice on board.

Homework: (2 min)

Complete the given worksheet at home.

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

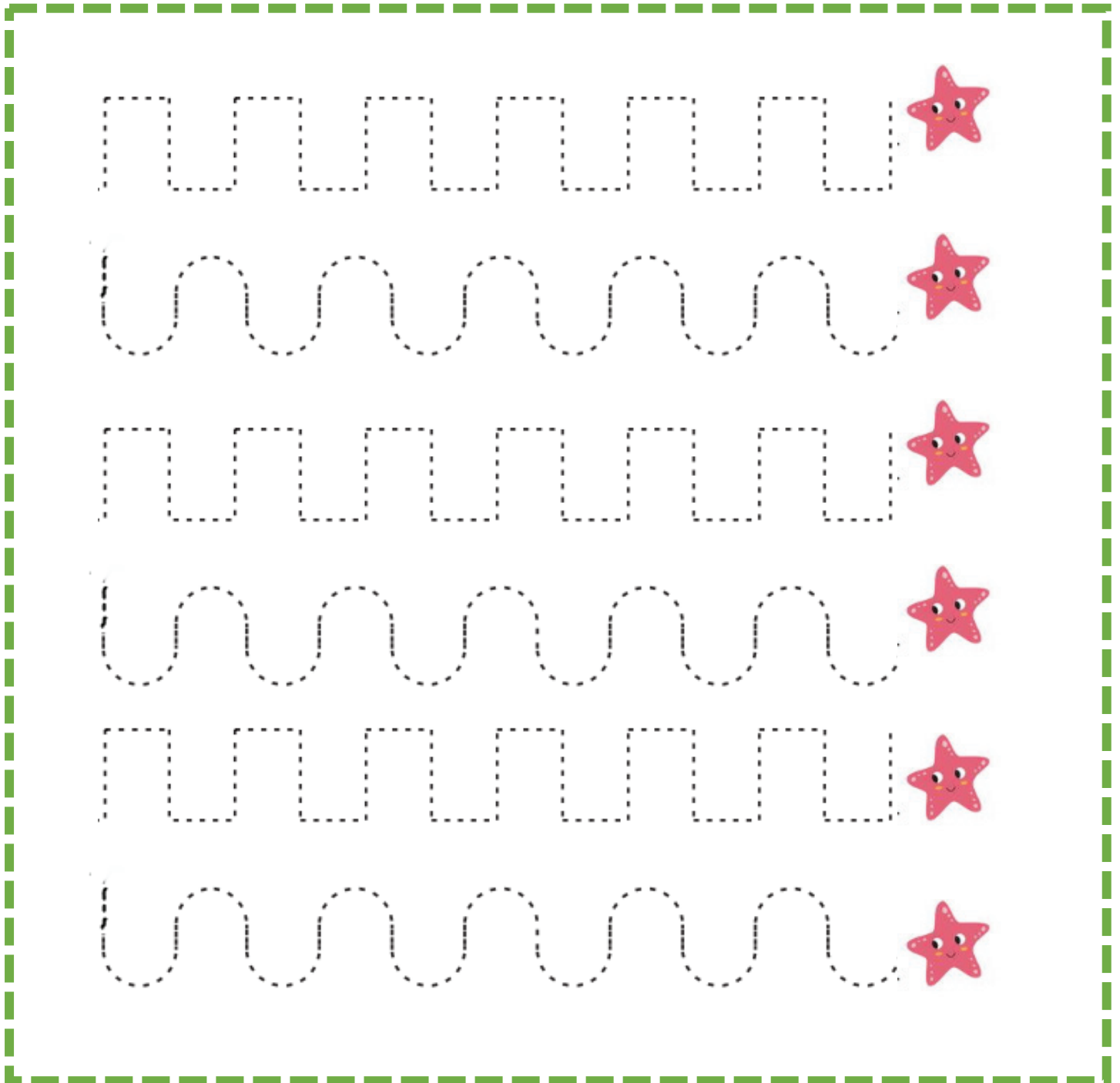
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace wavy lines.



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

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 1**
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, colourful paper cut-out, glue, chart paper, 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'.

Bring some different colourful paper cut-out, 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 colourful paper cut-outs and paste the yarn with help of glue on any shape they like. Ask students to make sure to paste colourful paper cut-outs on the shape accurately. Help them in pasting the colourful paper cut-outs 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 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. Tell them that they are going to colour the picture. Ask students to open textbook page 9. 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.

Homework: (2 min)

Complete the given worksheet at home.

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

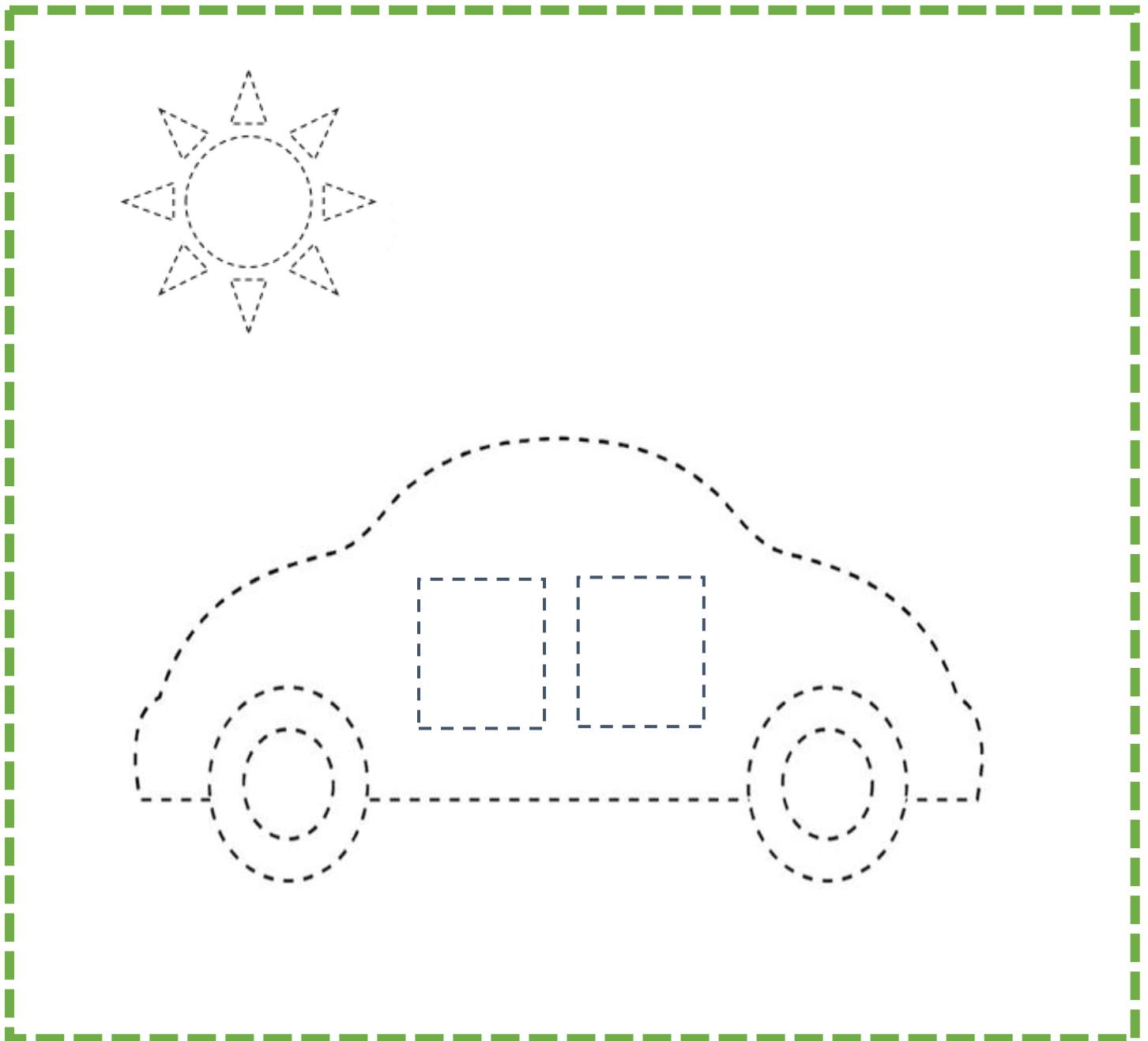
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace the given picture.



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

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**
Unit Name: **Topic: Picture Sequence** **Date:**

Objective(s):

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

Name different things in their environment.

Resource Material:

Chalk/Marker, White/Blackboard, soft toy, picture cards, textbook pages 10-11

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'.

Ask student to sit in a circle. Throw the toy towards a student at random. Ask student to say name of anything by around in the classroom and throw the toy toward you. Appreciate student for his/her answer. Now throw the ball to another student at random and him/her to say the name of any object/thing by looking around the classroom. Repeat the process with other students. Make sure to involve all students in the activity. Appreciate them all for their answers by clapping for them.

Main Activities/Concept Building:

(25 min)

Tell students that we are going to learn about different things in their environment today. bring picture cards of different animals, fruits, and vegetables. Show a card to students and ask them to tell the name of the picture. Appreciate them for their correct answer. Repeat the process for each picture. Tell the names of things to students if they don't know.

Activity:

Ask students to open their textbook at page 10-11. Ask students to look at the given picture carefully. Ask them to tell what can they see in giving picture. Ask them to share the names of things they can see in the picture by taking turns. Ask them to share what they know about these objects. Ask them if they have ever seen these objects. Ask them to discuss some details about these objects in the picture. Ask students to tell the names of animals they can see in the picture. Ask them to tell what animal can be kept at home from the given picture. Ask students at random to share the names of fruits that they can see in the picture. Note their responses. Appreciate them all for their correct answers.

Sum Up:

(3 min)

Sum up the lesson by sharing names of different objects from our surroundings.

Assessment:

(5 min)

Place picture cards on table and ask students at random to say their names. 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	PRE-PRIMER		40 min

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name:

Topic: Recognition Letter 'a'

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 small letter 'a' 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 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'.

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 of Allah (SWT) for us.

Main Activities/Concept Building:

(25 min)

The Play Method

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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'a' 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 'a' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 12. Read the letter with sound. Tell student that this is letter 'a' and its sound is /a/, /a/, /a/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (aeroplane, apple, ambulance) 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 /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 'ant', 'aeroplane', 'apple', 'ambulance'. 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 ☐

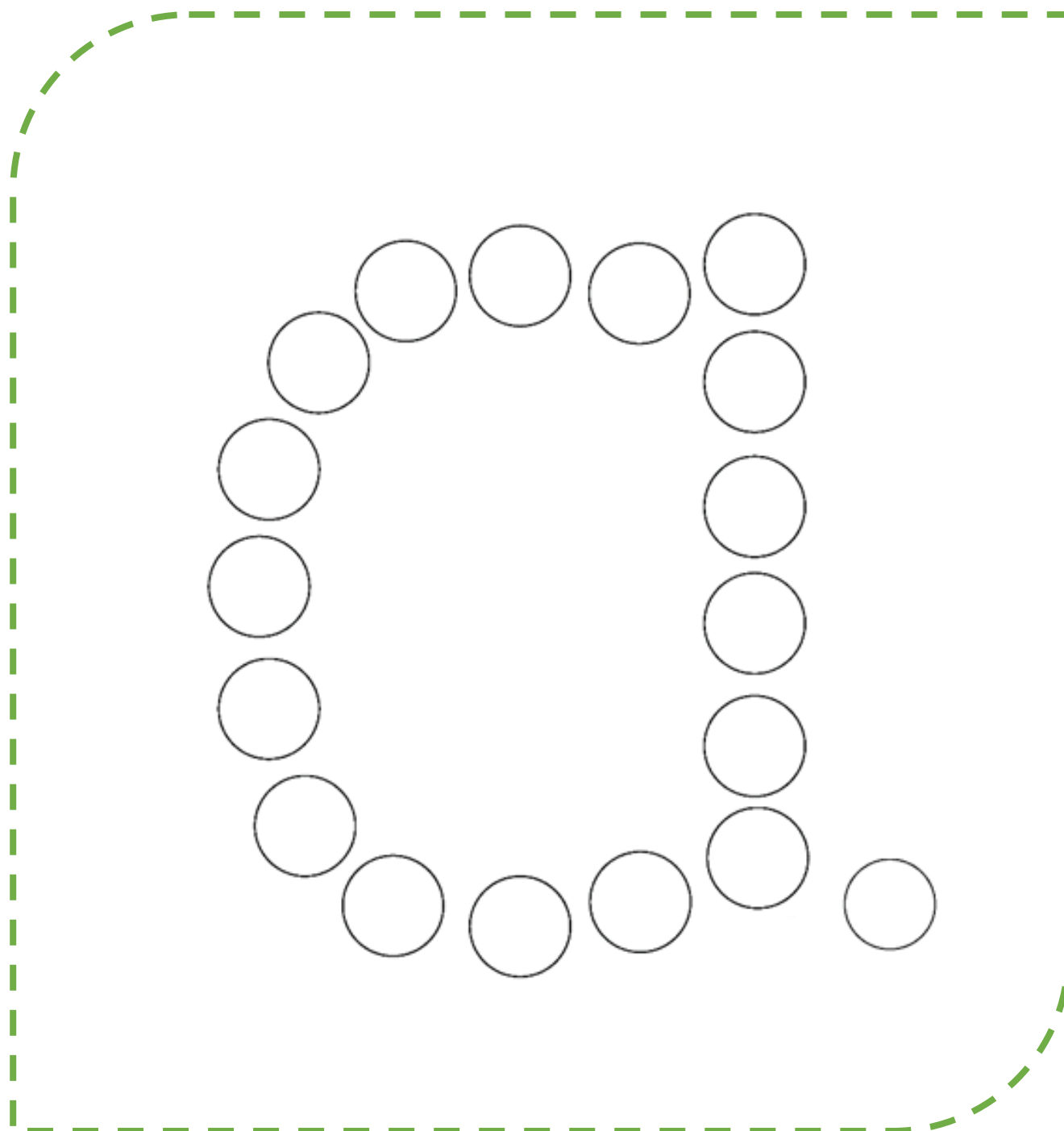
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



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

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

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 13

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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

Ask students to sit in a circle. Show a picture card of an 'apple' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'apple'. Trace a big letter 'a' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'aeroplane' 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 'a' 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 13. Read the statement aloud. Ask students to tell what picture they can see on page 13. 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 13 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.

Homework: (2 min)

Complete the given worksheet at home.

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

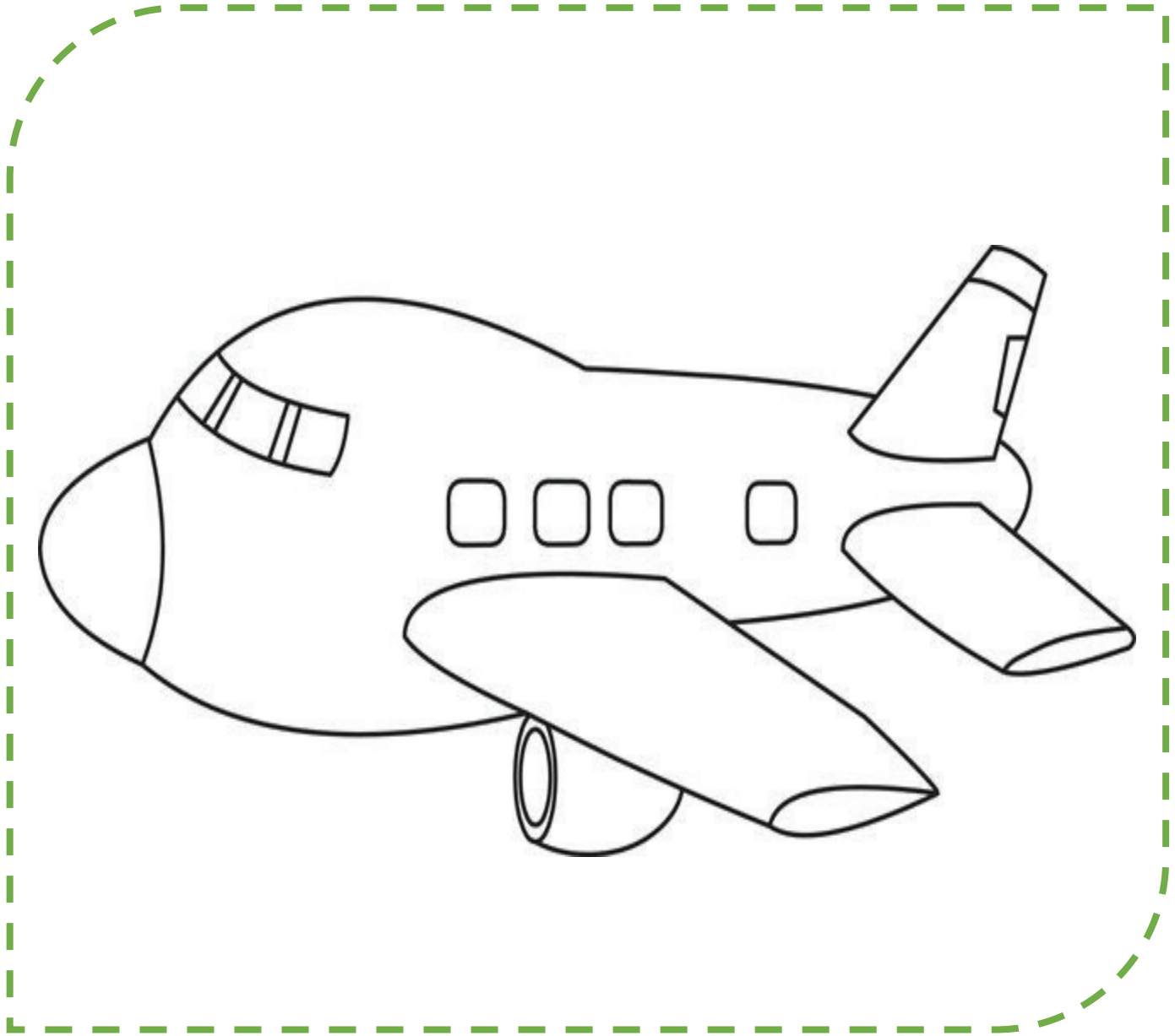
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Colour the alligator green.



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

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**
Unit Name: **Topic: Tracing Letter 'a'** **Date:**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 13, 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 card of the letter 'a' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'a' on the board. Tell students to write 'a', we draw a circle in middle two line and add straight line on the right side.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'a'. Show some picture cards of letter 'a' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'a' on the board. Tell students to write 'a' Tell students to write 'a', we draw a circle in middle two line and add straight line on the right side. 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 13. 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' 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 letter '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 'a' 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 can use their magic fingers to trace the letter 'a' 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

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

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	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace and write letter 'a'.

	a	a	a
a	a	a	a
	a	a	a
a	a	a	a
	a	a	a
a	a	a	a

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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 small letter 'b' 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, paper cut-outs, 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 '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 ball in the class. Show the letter card 'b' to students and tell them it is letter 'b'. 'b' for 'ball'. /b/, /b/, /b/ 'ball'. Tell the students that we can play so many interesting games with balls. Tell them that there are different type of balls to play different games, for example; tennis ball, football, soft ball etc. Ask them how many type of balls they have played with.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'b'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 '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.

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

Second Period – Recognition

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

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 (bee, bear, bird) 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', 'bee', 'bear', 'bird'. 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 ☐

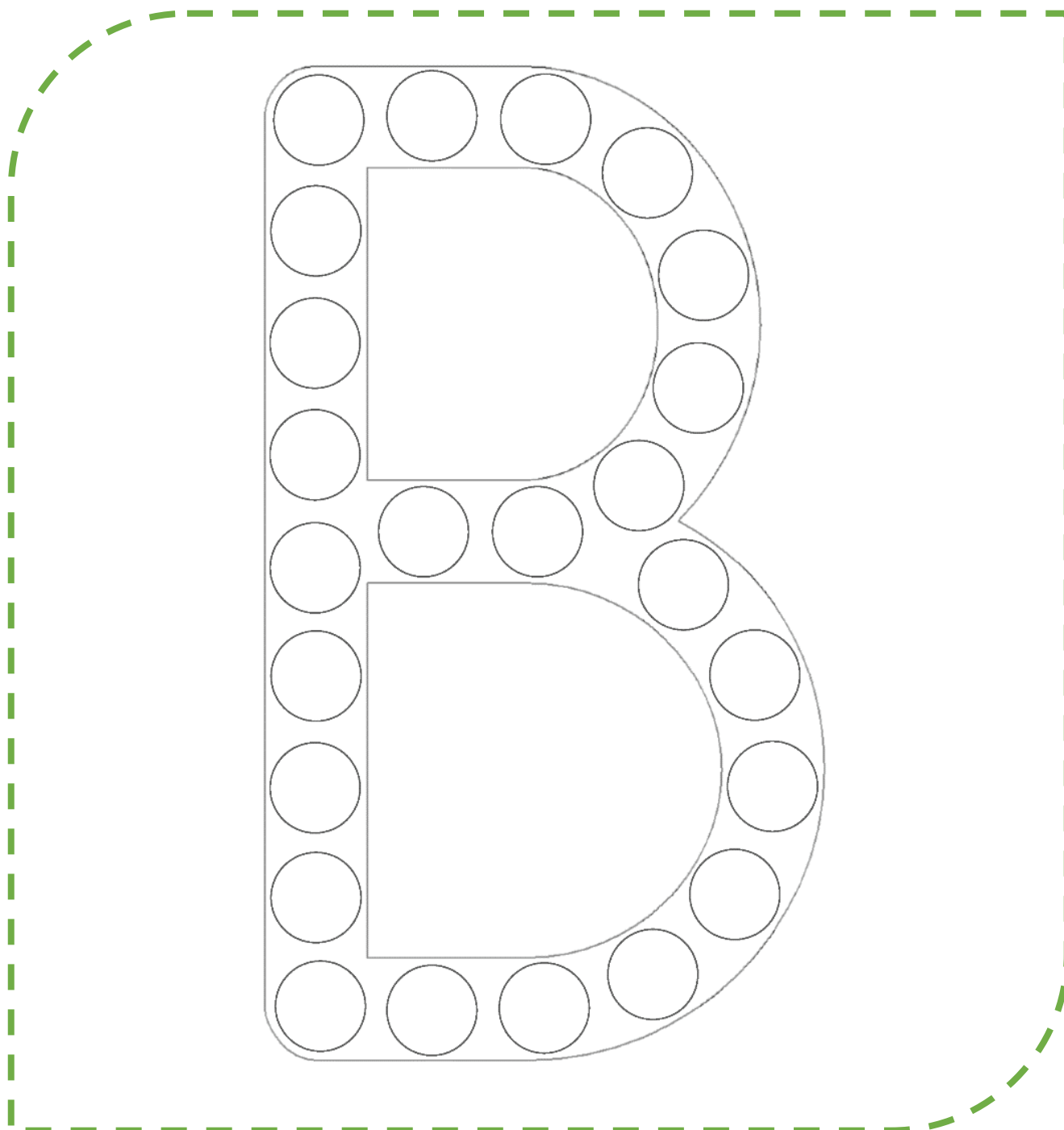
Reason/Comments:

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

Worksheet

Name: _____

Date: _____



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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 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 'bee' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'bee'. Trace a big letter 'b' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'bear' 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 'b' 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 'bear'. Student will pick up the picture card for 'bear' 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 15. Read the statement aloud. Ask students to tell what pictures they can see on page 15. 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/ 'ball', /b/ 'bird', /a/ 'ant'. 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 15 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 /b/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'b' on board using their fingers. Appreciate them for their correct answers.

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

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

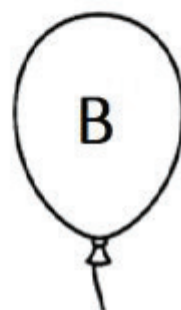
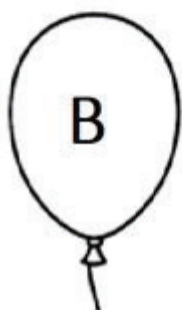
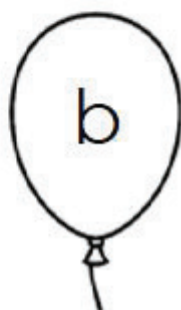
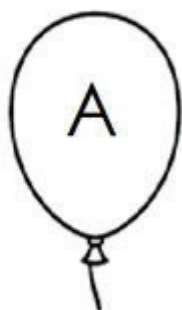
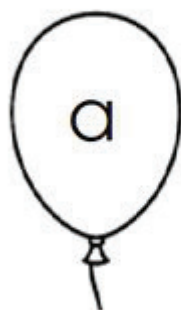
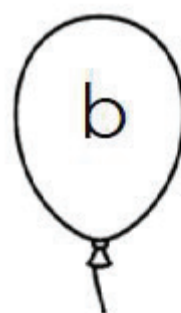
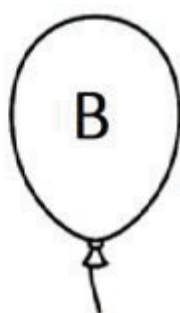
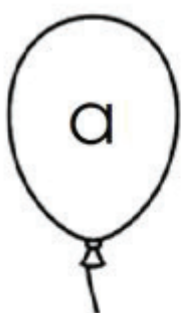
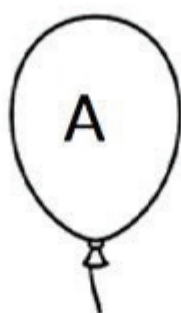
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Colour the balloon with small letter 'b'.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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 small letter 'b' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 15, 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 card of the letter 'b' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'b' on the board. Tell students to write 'b', we draw a straight line on upper three lines. Then, we draw a circular shape on the left side, attached to the straight line.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'b'. Show some picture cards of letter 'b' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'b' on the board. Tell students to write 'b', we draw a straight line on upper three lines. Then, we draw a circular shape on the left side, attached to the straight 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 'b' 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 '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 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 letter '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	PRE-PRIMER		40 min

Assessment: (5 min)

Ask students to say the letter 'b' 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 'b' 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 'b' 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	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace and write letter 'b'.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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 'cat', 'duck', 'hen', 'cow', 'bird', 'bee', and 'goat'. Ask students at random to say the sound of these animals 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.

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:

(2 min)

N/A

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC - KPK & FEDERAL)	English	PRE-PRIMER		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	PRE-PRIMER		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 9-15, 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 names of some objects from classroom. Note their responses. Appreciate them for their answers.

Main Activities/Concept Building:

(25 min)

Tell students that it's your review class today.

Activity:

Bring picture cards for letter 'a' 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 'a' on board. Encourage them to use correct pencil holding posture.

Activity:

Bring picture cards for letter 'b' 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 'b' on board. Encourage them to use correct pencil holding posture.

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.

Homework:

(2 min)

Complete the given worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐

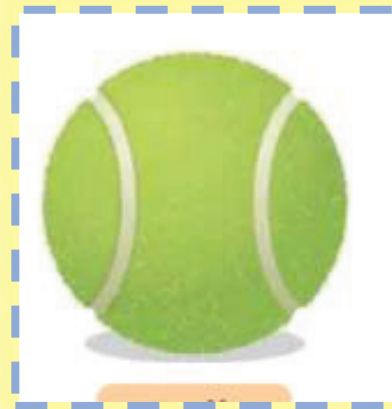
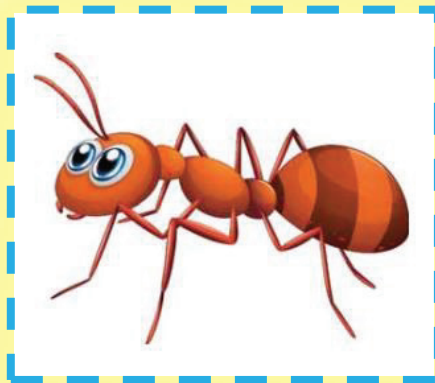
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

Worksheet

Name: _____

Date: _____

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

	a	a	a
a	a	a	a
	a	a	a
a	a	a	a
	b	b	b
b	b	b	b
	b	b	b
b	b	b	b

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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Unit Name:

Topic: Recognise letter 'c'

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 small letter 'c' 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 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 '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 use cup to drink milk or tea.

Main Activities/Concept Building:

(25 min)

The Play Method

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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'c' and its sound is /c/, /c/, /c/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (cake, cup, car) 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 /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 'cat', 'cake', 'cup', 'car'. 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:

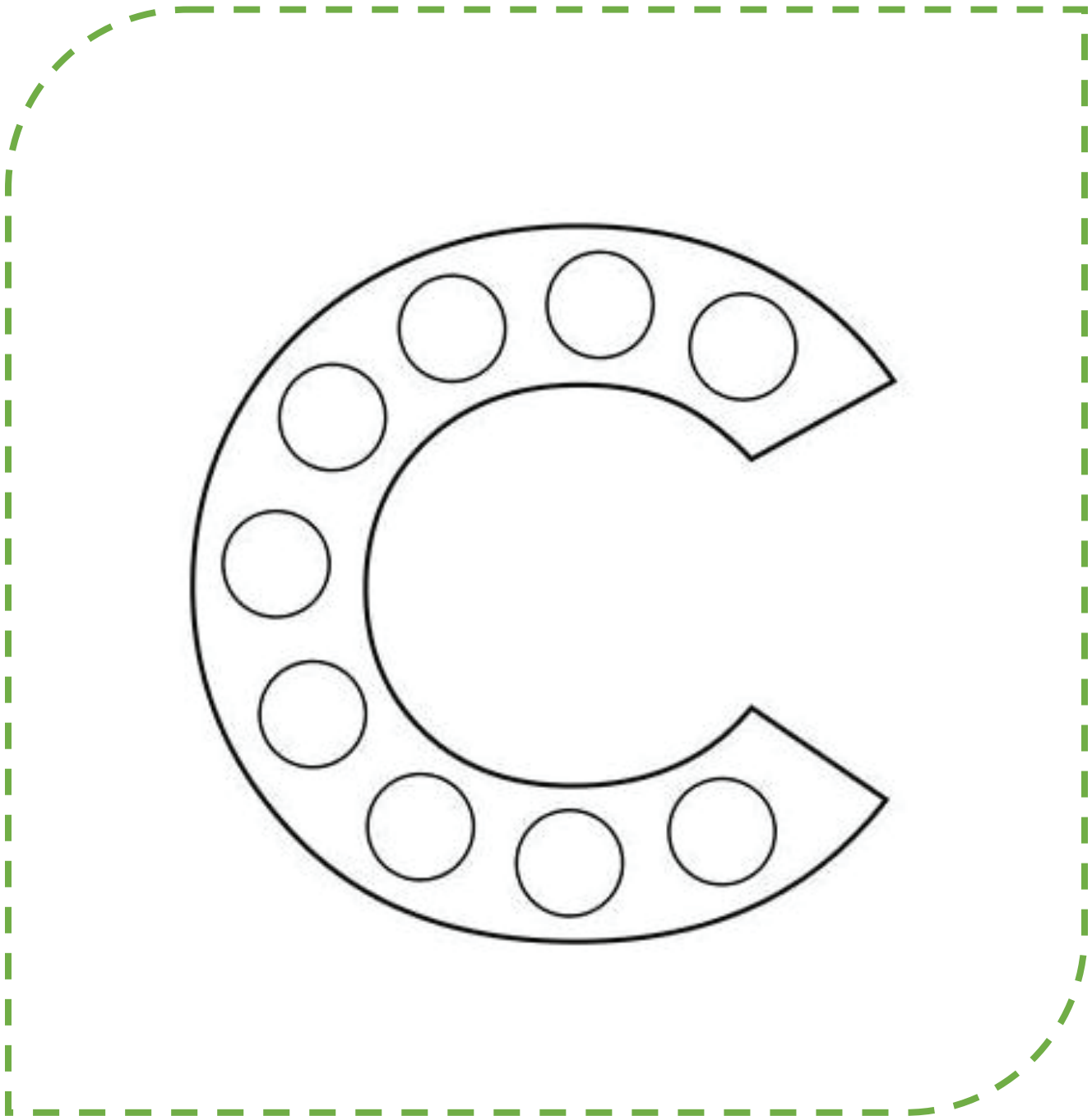
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'c'.



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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Unit Name:

Topic: Circle letter 'c'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, 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 a 'cat' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'cat'. Trace a big letter 'c' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'car' 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 '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 'cake'. Student will pick up the picture card for cake 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 17. Read the statement aloud. Ask students to tell what letters they can see on page 17. Note their responses. Now ask students to circle the letter 'c'. Ask them to say letter 'c' sound. Praise them for correct answer. Tell them to circle the letter 'c' neatly. Ask them to follow your instruction. Appreciate them all for circling 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 16 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	Pre-Nursery		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	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Colour the cake.



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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Unit Name:

Topic: Trace letter 'c'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 17, 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 card of the letter 'c' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'c' on the board. Tell students to write 'c', we draw a circle in middle two lines like a half circle.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'c'. Show some picture cards of letter 'c' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'c' on the board. Tell students to write 'c' Tell students to write 'c', we draw a circle in middle two line like a half circle. 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 'c' 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 'c' 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 letter '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 'c' 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 'c' 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 'c' on

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

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	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'c'.

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

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**
Unit Name: **Topic: Recognise letter 'd'** **Date:**

Objective(s):

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

- Recognise small letter 'd' 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, doll, paper cut-outs, 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 '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 doll in the class. Show the letter card 'd' to students and tell them it is letter 'd'. 'd' for 'doll'. /d/, /d/, /d/ 'doll'. Tell the students that we can play so many interesting games with dolls. Tell them that there is different type of dolls to play different games. Ask them if they have played with dolls. Ask them to share how many dolls they have played with.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'd'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'd' and its sound is /d/, /d/, /d/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (date, door, doll) 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 'duck', 'date', 'door', 'doll'. 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:

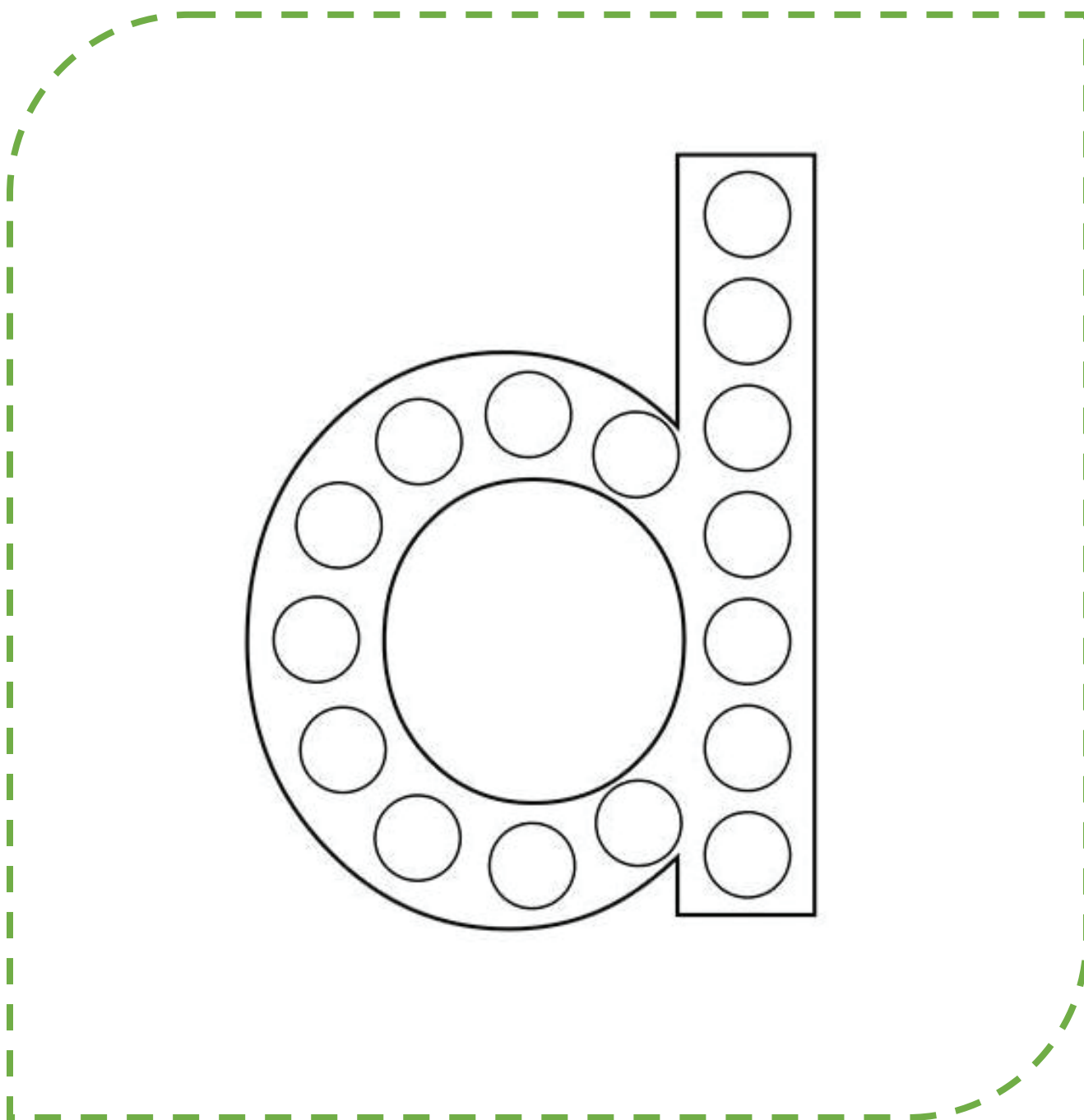
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'd'.



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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name:

Topic: Match 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 small letter 'd' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft ball, 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 'duck' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'duck'. Trace a big letter 'd' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'doll' 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 'd' 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 'duck'. Student will pick up the picture card for 'dear' 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 19. Read the statement aloud. Ask students to tell what pictures they can see on page 19. 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 /d/ 'duck', /a/ 'apple', /d/ 'doll'. Ask student to say the names and initial sounds four to five times. Now ask students to match the letter 'd' with pictures that begin with /d/ 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 'd' and its sound. Read the names of objects on textbook page 19 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	Pre-Nursery		40 min

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐ Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

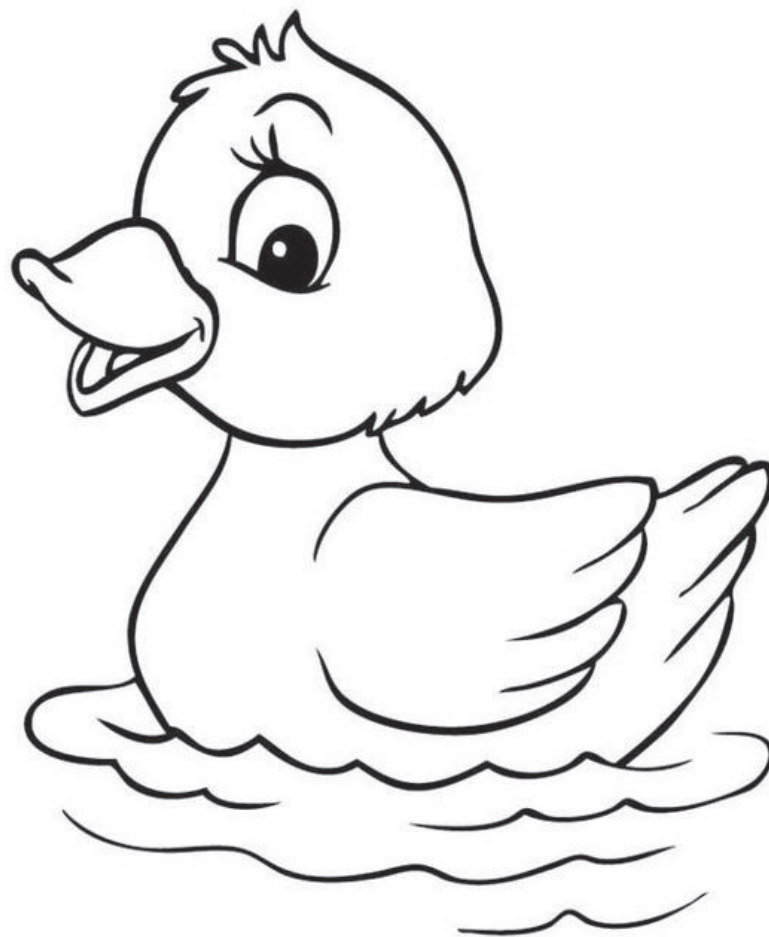
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Colour the duck.



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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 1

Unit Name:

Topic: Trace letter 'd'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 19, 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 card of the letter 'd' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'd' on the board. Tell students to write 'd', we draw a straight line on upper three lines. Then, we draw a circular shape on the right side, attached to the straight line.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'd'. Show some picture cards of letter 'd' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'd' on the board. Tell students to write 'd', we draw a straight line on upper three lines. Then, we draw a circular shape on the right side, attached to the straight 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 'd' 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 '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 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 letter '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	Pre-Nursery		40 min

Assessment: (5 min)

Ask students to say the letter 'd' 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 'd' 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	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'd'.

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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Unit Name:

Topic: Recognise letter 'e'

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 small letter 'e' 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, egg, paper cut-outs, 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 '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 egg in the class. Show the letter card 'e' to students and tell them it is letter 'e'. 'e' for 'egg'. /e/, /e/, /e/ 'egg'. Tell the students that we can make so many interesting dishes with eggs. Tell them that eggs are very healthy for our health. Ask them how do you like to eat your eggs? Scrambled or omelette etc.? note their responses.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'e'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'e' 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 'e' 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 'e' and its sound is /e/, /e/, /e/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (eye, egg, elbow) 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 'elephant', 'eye', 'egg', 'elbow'. 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:

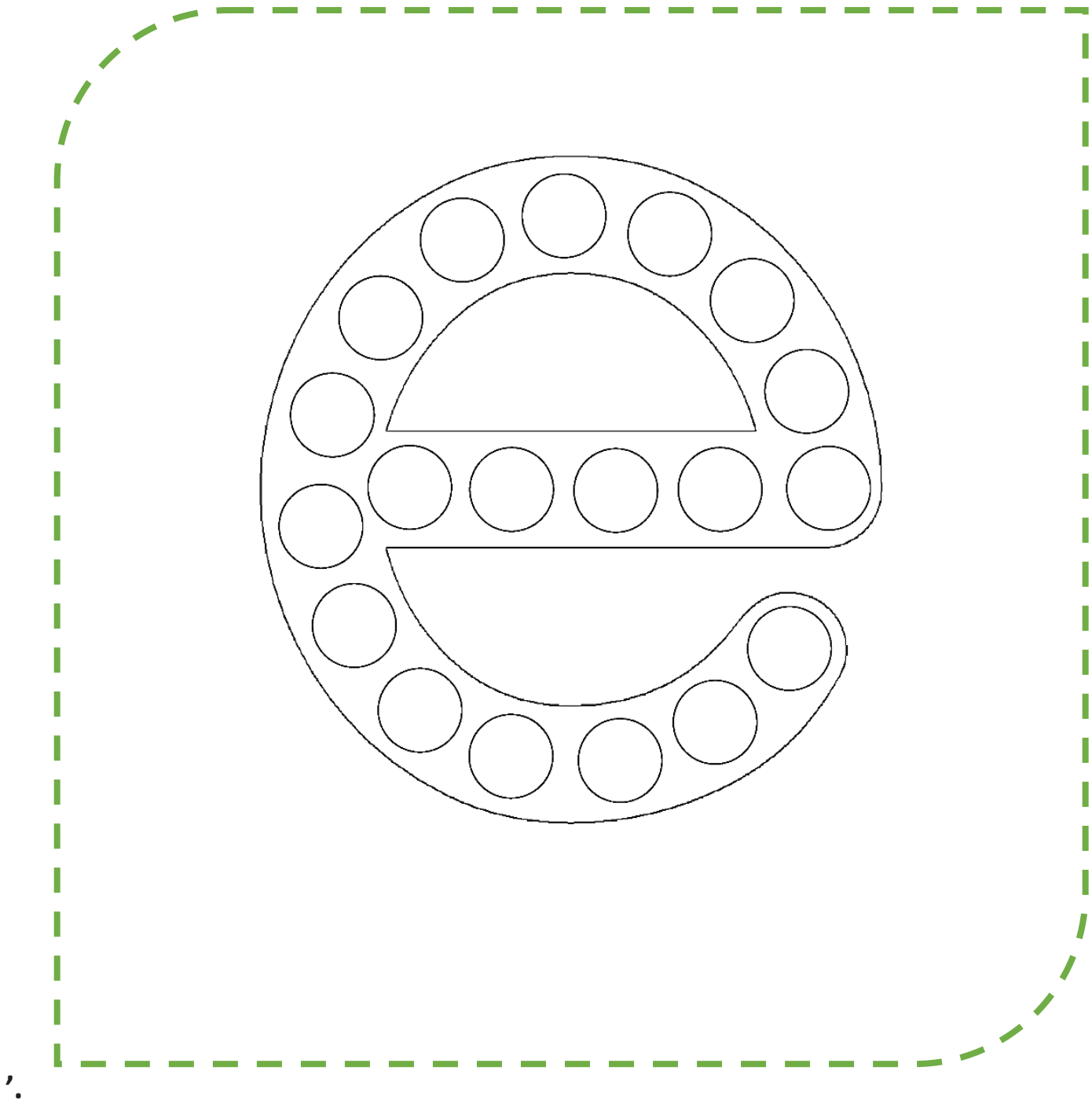
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'e



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

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 3**
Unit Name: **Topic: colour letter 'e'** **Date:**

Objective(s):

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

- Hold a pencil correctly.
- Colour object of the small letter 'e' 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 'elephant' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'elephant'. Trace a big letter 'e' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'egg' 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 'e' 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 'elephant'. Student will pick up the picture card for 'elephant' 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 21. Read the statement aloud. Ask students to tell what pictures they can see on page 21. Note their responses. Ask them to say the name of the picture aloud. Ask students to say the name of picture with their initial sound like /e/ 'elephant'. Ask student to say the name and initial sound four to five times. Now ask students to colour the picture of /e/ 'elephant'. 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 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 /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	Pre-Nursery		40 min

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

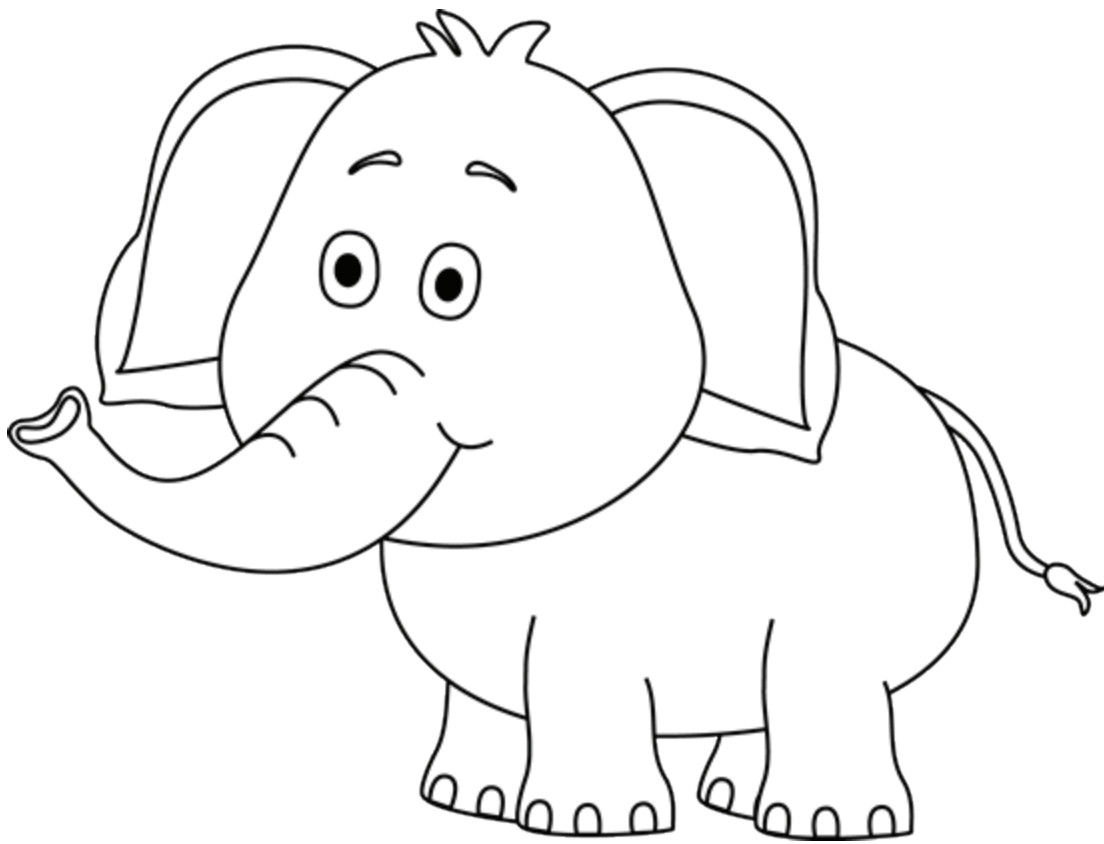
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Colour the elephant.



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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 4

Unit Name:

Topic: trace letter 'e'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 21, 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 card of the letter 'e' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'e' on the board. Tell students to write 'e', we draw a straight line on middle two lines. We draw a circular shape, bringing it upwards and then make a half circle on the right side.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'e'. Show some picture cards of letter 'e' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'e' on the board. Tell students to write 'e', we draw a straight line on middle two lines. We draw a circular shape, bringing it upwards and then make a half circle on the right side. 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 'e' 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 '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 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 letter '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	Pre-Nursery		40 min

Assessment: (5 min)

Ask students to say the letter 'e' 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 'e' 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	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'e'.

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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Unit Name:

Topic: Recognise letter 'f'

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 small letter 'f' 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, fish toy, paper cut-outs, 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 '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 ball in the class. Show the letter card 'f' to students and tell them it is letter 'f'. 'f' for 'fish'. /f/, /f/, /f/ 'fish'. Tell the students that we can play so many interesting games with balls. Tell them that there is different type of fish in the sea, for example; dolphins, whales, sharks etc. Ask them how many type of fish they have seen.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'f'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'f' and its sound is /f/, /f/, /f/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (fig, fan, foot) 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 'f' 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 'fish', 'fig', 'fan', 'foot'. 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:

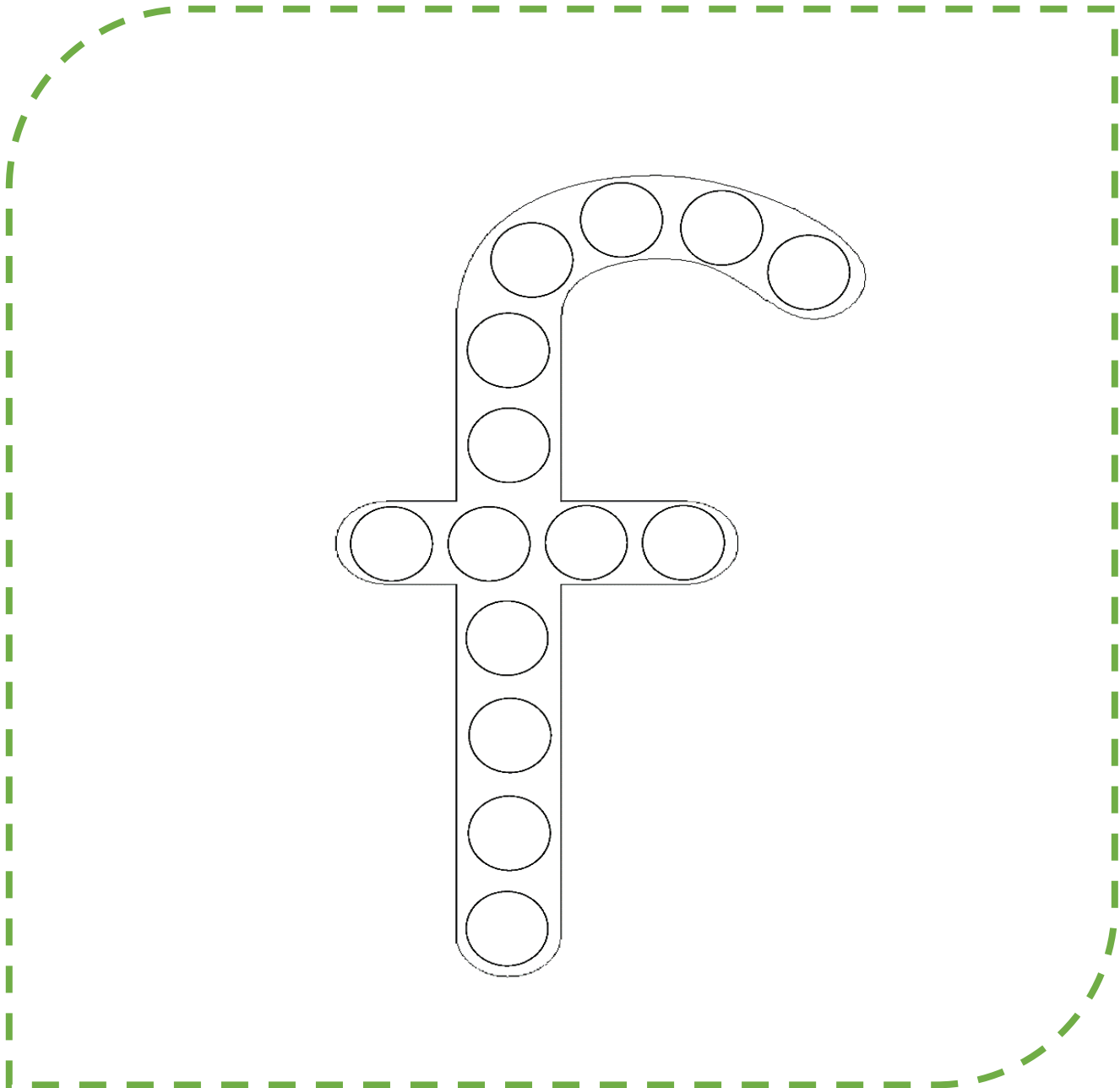
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'f'.



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

Term: 1 Periodic Unit: 2 Week: 3 Lesson Plan: 1
Unit Name: Topic: match letter 'f' 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 'f' 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 'fish' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'fish'. Trace a big letter 'f' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'fan' 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 'f' 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 'fan'. Student will pick up the picture card for 'fan' 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 23. Read the statement aloud. Ask students to tell what pictures they can see on page 15. 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', /f/ 'fan', /f/ 'foot', /f/ 'fish'. 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 /f/ 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 'f' 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 /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	Pre-Nursery		40 min

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

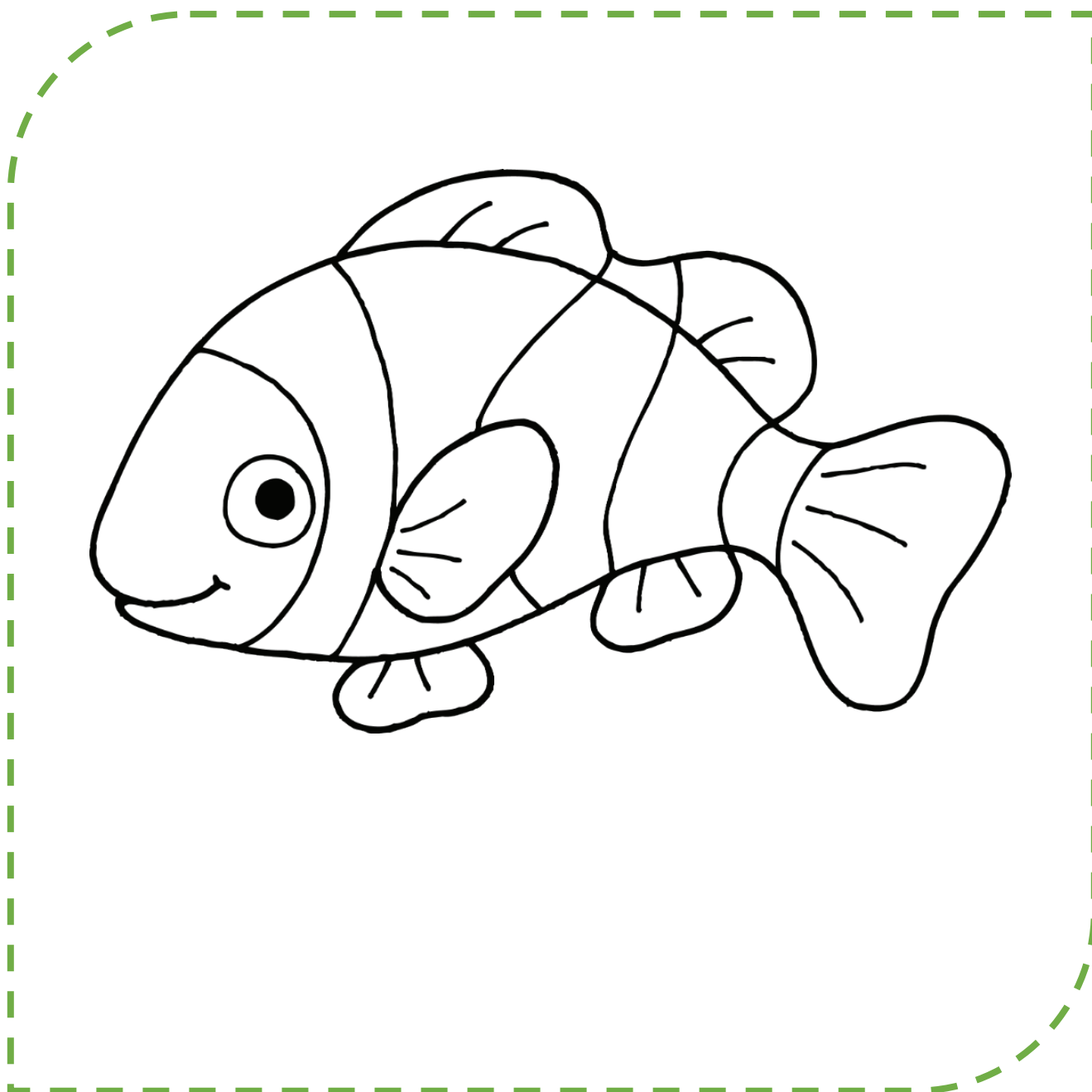
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Colour the fish.



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

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**
Unit Name: **Topic: trace letter 'f'** **Date:**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 23, 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 card of the letter 'f' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'f' on the board. Tell students to write 'f', we start from drawing a curve and then straight down on upper three lines. Then, we draw a horizontal line from left to right in the middle of top three lines.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'f'. Show some picture cards of letter 'f' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'f' on the board. Tell students to write 'f', we start from drawing a curve and then straight down on upper three lines. Then, we draw a horizontal line from left to right in the middle of top three lines.

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 'f' 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 '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 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 letter '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	Pre-Nursery		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	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'f'.

The worksheet contains three rows of handwriting practice for the letter 'f'. Each row consists of four dashed 'f' characters on a three-line grid. The first character in each row is annotated with a red '1' and a downward arrow, and a red '2' and a rightward arrow, indicating the stroke order for tracing.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		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 24, 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 'cat' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'cat'. Then, show a picture card of a 'apple' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'apple'. Show picture card of 'egg', 'ball' 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 'a' 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. Now bring picture cards for letter 'b', 'c', 'd', 'e' and 'f' and repeat the process with other students as well. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 24. Read the statement aloud. Ask students to tell what pictures they can see on page 24. 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', /f/ 'fish', /b/ 'ball', /c/ 'cat', /d/ 'duck', /e/ 'egg'. Ask student to say the names and initial sounds four to five times. Now ask students to match the letters with correct pictures. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring the pictures 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. Read the names of objects on textbook page 24 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/ 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	Pre-Nursery		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	Pre-Nursery		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 24, buttons, 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 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)

Tell the students that today they are going to trace the letters 'a' to 'f'. Show some picture cards of letter 'a' to 'f' to students and ask them to say their names. Inform them that they are going to trace the letters on their own. Draw a big letter 'a', 'b', 'c', 'd', 'e', 'f' on the board. Tell students that how to write each letter. 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 'f' on board.

Activity:

Ask them to open their text books at page 24. 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. Hold the letter card one by one 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 'a' on all sorts of fun places. Encourage students at random to draw letter 'a' on different places, for example, "Draw 'b' on your hand". "Draw 'c' on the floor". "Draw

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

‘d’ on your partner’s back”. “Draw ‘e’ on your cheek”. “Draw ‘f’ on the wall”. etc. Appreciate them for their 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	Pre-Nursery		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**
Unit Name: **Topic: Recite poem** **Date:**

Objective(s):

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

Recite poems with actions.

Resource Material:

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

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 'Baa, Baa, Black Sheep'. Ask them to open textbook page 25. 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:

Baa, baa, black sheep,
Have you any wool?
Yes, sir. Yes, sir.
Three bags full!

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 make 'baa' sound all together. Read the lines twice and ask students to repeat the action. Read the second line and ask students to move their hands as if asking a question. Read the third line and encourage students to say 'Yes, sir. Yes, sir.' In enthusiastic tone, loudly. Read the last line and ask students to point three fingers towards each other. 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	Pre-Nursery		40 min

Homework:

(2 min)

Read the poem on textbook page 25 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	Pre-Nursery		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**
Unit Name: **Topic: Recite poem** **Date:**

Objective(s):

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

Recite poems with actions.

Resource Material:

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

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 them which character they like the most. Ask them to tell the reason of their likeness.

Asks students to come in front of the class. Ask students to pretend to be a sheep. Put both of your hands up by your ears (like floppy ears of a sheep) and move up and down while reading the poem. Make a fist of your hands and shake it up and down with words. Hold up one finger every time you say 'one'.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read complete poem 'Baa, Baa, Black Sheep'. Ask them to open textbook page 25. 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:

Baa, baa, black sheep,
Have you any wool?
Yes, sir. Yes, sir.
Three bags full!
One for my master,
One for my dame,
One for the little boy
Who lives down the lane.

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 make 'baa' sound all together. Read the lines twice and ask students to repeat the action. Read the second line and ask students to move their hands as if asking a question. Read the third line and encourage students to say 'Yes, sir. Yes, sir.' in enthusiastic tone. Ask them to point one with their fingers while reading the last lines. Read the last line and ask students to point three fingers towards each other. 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.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		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 25 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	Pre-Nursery		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Unit Name:

Topic: recognise colours

Date:

Objective(s):

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

Recognise the names of the colours.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, textbook pages 26, 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:

(27 min)

Tell students that today we are going to learn some colour names. Ask them to open textbook page 26. 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 strawberry', 'this is a duck' etc. now bring colour pencils and take out red, yellow and purple 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 with colour red. Appreciate them for their correct answers. Tell them that strawberries are red in colour.

Repeat the process for yellow duck and purple balloon 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 picture cards on table and ask students at random to pick the card of colour you asked for. Appreciate them for correct answers.

Homework:

(0 min)

N/A

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

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Unit Name:

Topic: recognise colours

Date:

Objective(s):

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

Recognise the names of the colours.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, textbook pages 26, 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:

(25 min)

Tell students that today we are going to learn some other colour names. Ask them to open textbook page 26. 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 parrot', 'this is a jelly' etc. now bring colour pencils and take out green, brown and blue 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 green colour. Ask them to point towards an object in their textbooks with colour red. Appreciate them for their correct answers. Tell them that parrots have green in colour. We can also see green colour in many other objects. Tell them that plants and trees are also green in colour.

Repeat the process for brown jelly and blue car 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 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 duck, yellow flower, Brown jelly, brown bear, blue car, blue sky etc.

Homework:

(0 min)

N/A

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

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Unit Name:

Topic: Talk about Earth

Date:

Objective(s):

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

Talk about the Earth and its safety.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 27, poster card, globe

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Tell students that today we are going to discuss about our planet. Ask them to sit in a circle. Ask a student at random to tell if they know what are planets? Note the responses. Tell students that there are nine planets in a solar system and Earth is one of those planets. We live on Earth. All the planets are revolving around the sun. Bring a globe and show it to students. Tell them that this is a globe. It is a copy of our planet Earth. Tell students that we all live in this planet Earth. Find Pakistan on globe and show it to students. Make sure to involve all students in the discussion.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to talk about planet earth. Ask students to open their textbooks at page 27. Bring a big poster of planet Earth and hang it on the board. Ask students at random to guess what is it. Note their responses. Tell them that this is planet Earth. This is where we live in. Tell them that 70% of Earth is filled with water in sea and oceans. Tell them that to live on this planet, we need oxygen and fresh air. If we did not look after our planet, we will not be able to live in it.

Sum Up:

(3 min)

Sum up the lesson by telling students about solar system and planet earth.

Assessment:

(5 min)

Ask students to tell what have they learnt about planet Earth today.

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	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Colour the planet Earth.



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

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Unit Name:

Topic: Talk about Earth

Date:

Objective(s):

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

Talk about the Earth and its safety.

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 27, poster card, globe

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Tell students that today we are going to discuss about our planet. Ask them to sit in a circle. Ask a student at random to tell if they know in which planet do we live on? Note their responses. Ask them what is important for us to live on this planet. Note their responses. Tell them that we need water, air and plants/trees to live on this planet. Make sure to involve all students in discussion activity.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to talk about planet earth. Ask students to open their textbooks at page 27. Bring a big poster of planet Earth and hang it on the board. Ask students at random to guess what is it. Tell them that this is planet Earth. This is where we live in. Tell them that 70% of Earth is filled with water in sea and oceans. Tell them that to live on this planet, we need oxygen and fresh air. If we did not look after our planet, we will not be able to live in it. Tell students that earth is our homeland and we live on it. Tell them that we should keep it neat and clean and we should never throw trash everywhere because it makes our planet polluted. Tell students that pollutions causing harm to our planet. We should look after our planet. We should not throw trash here and there, instead should throw in bins. We should save water. instead of wasting the water, we should save it for future generations. Tell them that we should more and more trees because trees produce oxygen and protects the environment of Earth.

Sum Up:

(3 min)

Sum up the lesson by telling students about planet earth and how can we save it.

Assessment:

(5 min)

Ask students to tell how can we save planet Earth.

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	Pre-Nursery		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 1**
Unit Name: **Topic: Recognition Letter 'g'** **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 small letter 'g' 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, glass, pompoms, glue, tray, sand, 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'.

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 'g', 'g' for /g/. /g/, /g/. Ask students to sit in a circle. Bring letter card of letter 'g' 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/ 'glass'. Tell the students that we use glass to drink water.

Main Activities/Concept Building:

(25 min)

The Play Method

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. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 28. Read the letter with sound. Tell student that this is letter 'g' and its sound is /g/, /g/, /g/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (gift, grapes, glass) 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 'goat', 'gift', 'grape', 'glass'. 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:

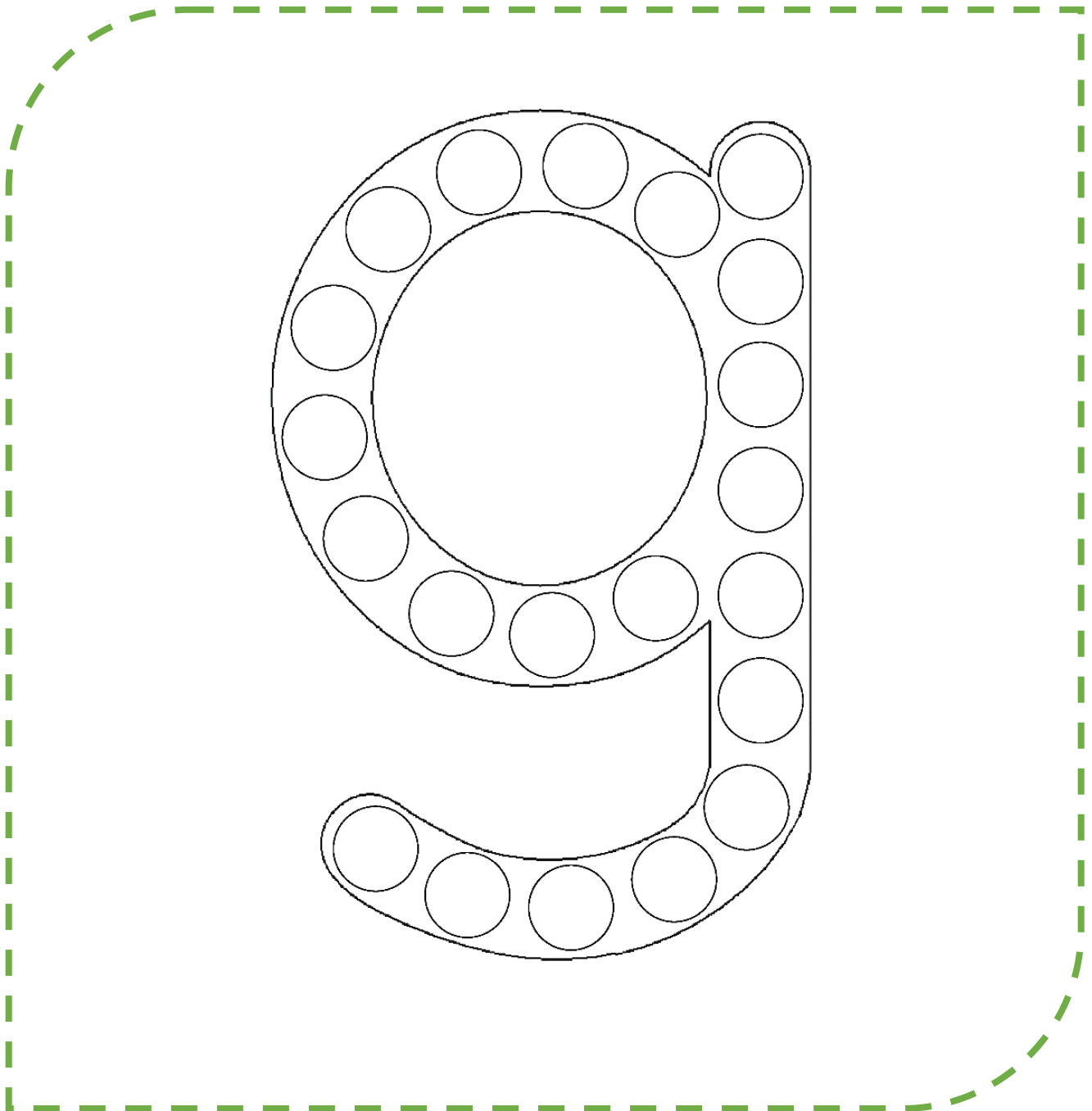
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'g'.



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

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

Unit Name: **Topic: Circle Letter 'g'** **Date:**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 'goat' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'goat'. Trace a big letter 'g' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'grapes' 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 'g' 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 'goat'. 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 /g/. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 29. Read the statement aloud. Ask students to tell what letters they can see on page 29. Note their responses. Now ask students to circle the letter 'g'. Ask them to circle all the 'g' they can find on the textbook page 29. 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 29 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	Pre-Nursery		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	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Colour the gift.



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

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

Unit Name: **Topic: Trace Letter 'g'** **Date:**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 13, 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 card of the letter 'g' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'g' on the board. Tell students letter 'g' is used to be written of lower three lines. to write 'g', we draw a half circle on the right side like letter 'c' and then go down two lines in a straight line and make a curve at the end towards left side.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'g'. Show some picture cards of letter 'g' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'g' on the board. Tell students letter 'g' is used to be written of lower three lines. to write 'g', we draw a half circle on the right side like letter 'c' and then go down two lines in a straight line and make a curve at the end towards left side. 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 'g' on board.

Activity:

Ask them to open their text books at page 29. 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' 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 letter '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.

Assessment:

(5 min)

Ask students to say the letter 'g' 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

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

their magic fingers to trace the letter 'g' 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	Pre-Nursery		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'g'.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	NSS (SNC – KPK & FEDERAL)	English	Pre-Nursery		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 16-22, picture cards, 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:

(27 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	Pre-Nursery		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 9-15, 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 they know about planet Earth. Ask them to share how can we protect our planet. Ask them to tell what thing we can do to save our planet. Note their responses. Appreciate them for their correct responses.

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. Appreciated 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.

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 'Baa, Baa Black Sheep' 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 ☐

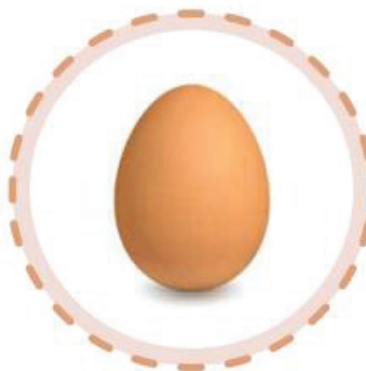
Not Achieved ☐

Partially Achieved ☐

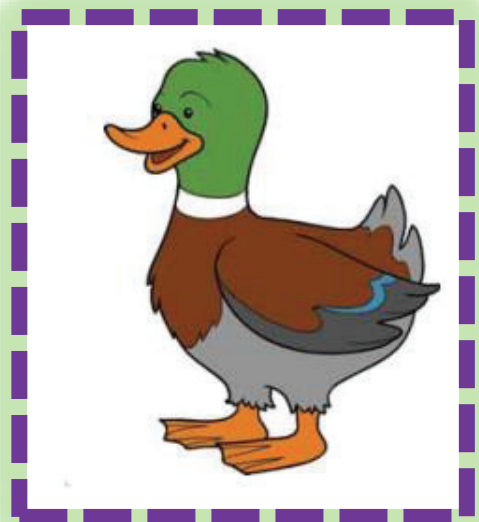
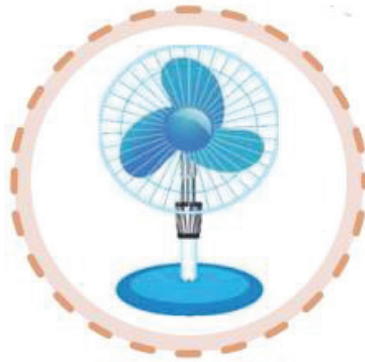
Reason/Comments:

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

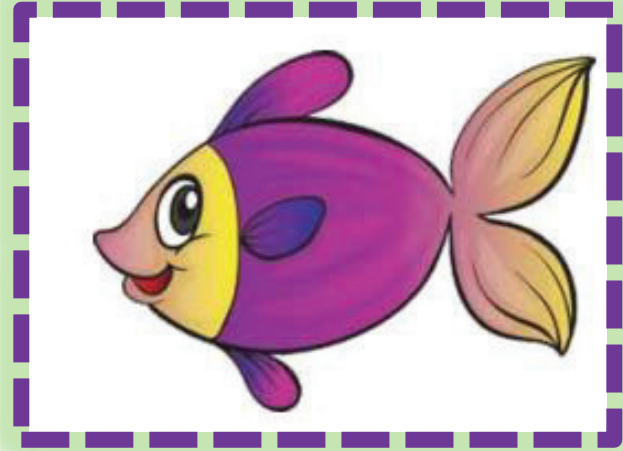
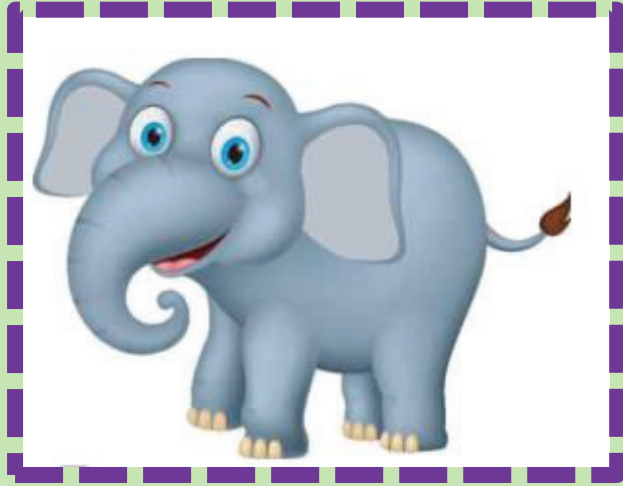
Picture Cards



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



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



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

Worksheet

Name: _____

Date: _____

Trace letters.

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

Term: 2

Periodic Unit: 1

Week: 1

Lesson Plan: 1

Unit Name:

Topic: Recognise letter 'h'

Date:

Objective(s):

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

- Recognise small letter 'h' 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 30

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 'hat'. /h/, /h/, /h/ 'hat'. Tell the students that we use hats on our heads to cover it from sun light. Hats also look great. There are many different hats for different purposes.

Main Activities/Concept Building:

(25 min)

The Play Method

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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'h' and its sound is /h/, /h/, /h/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (hat, house, horse) 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 /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 'hen', 'hat', 'house', '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:

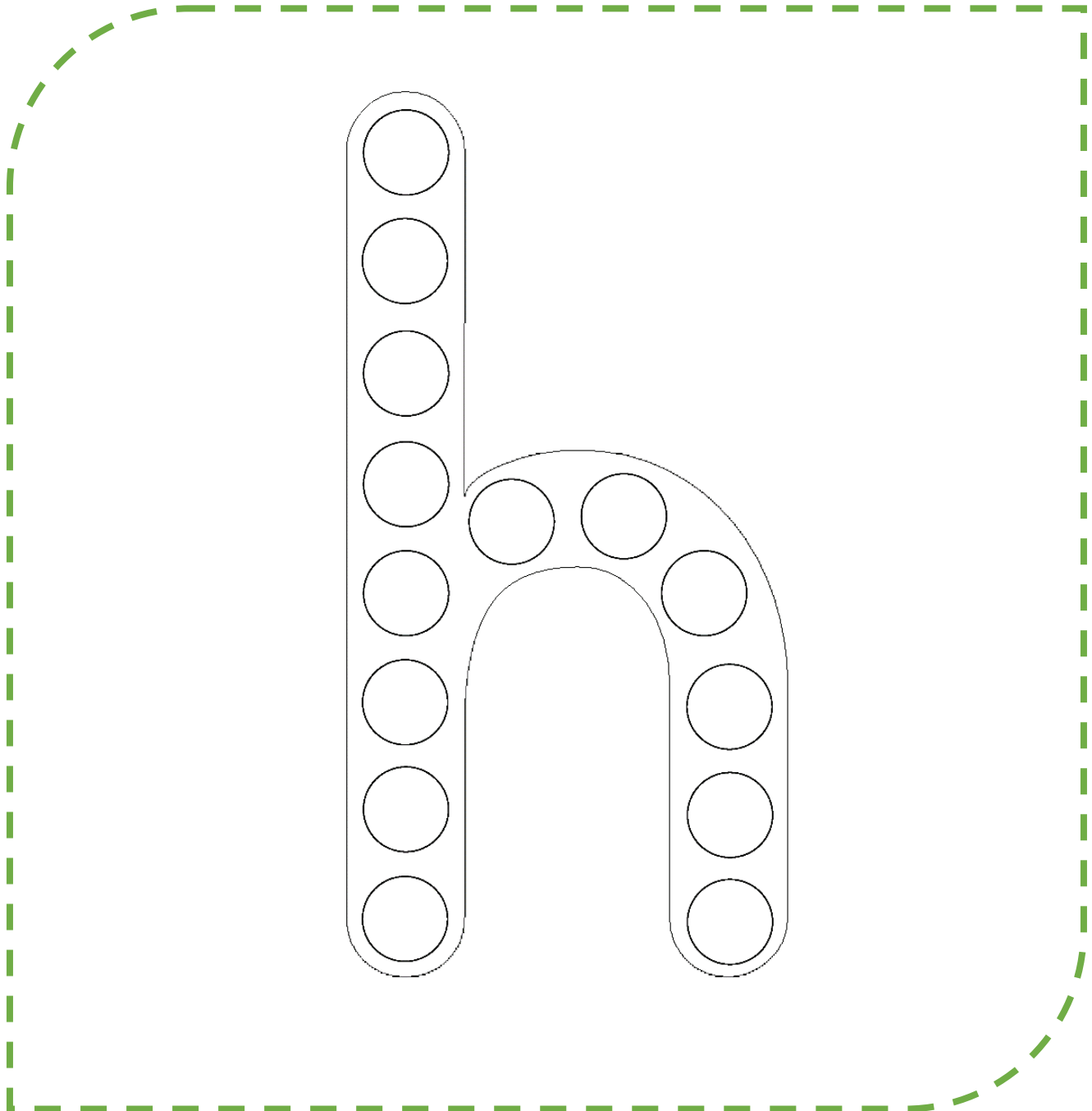
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'h'.



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

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**
Unit Name: **Topic: letter 'h'** **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 'h' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 31

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

Recite 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 'hen' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'hen'. Trace a big letter 'h' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'hen' 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 '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 'horse'. 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. 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 31. Read the statement aloud. Ask students to tell what pictures they can see on page 31. Note their responses. Now ask students to match the letter 'h' with correct pictures. Ask them to say letter 'h' sound. Praise them for correct answer. Tell them to match the pictures to letter 'h' neatly. Ask them to follow your instruction. Appreciate them all for matching 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 31 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	PRE-PRIMER		40 min

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

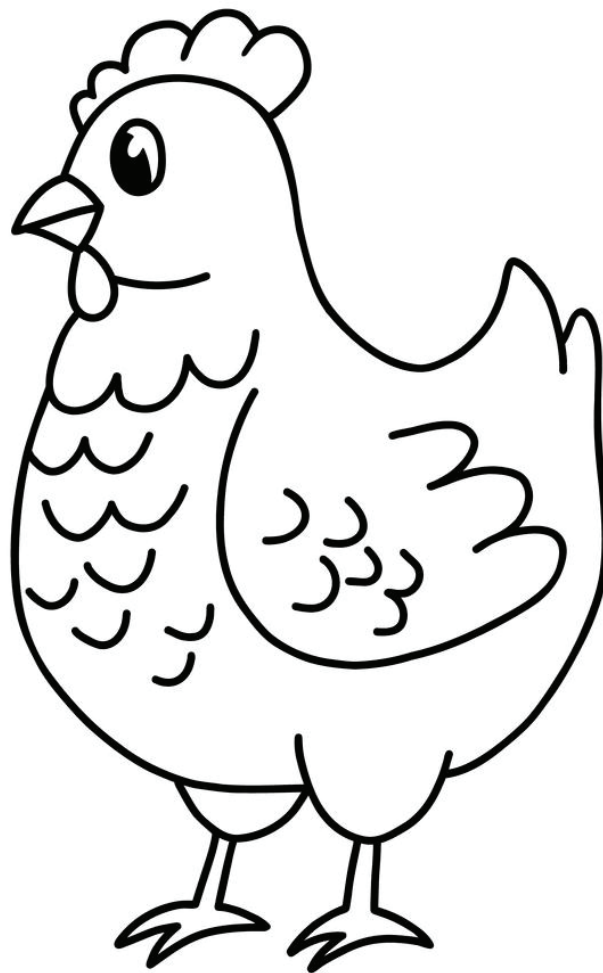
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Colour the hen.



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

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

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 31, 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 card of the letter 'h' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'h' on the board. Tell students to write 'h', we draw a straight line first, then make a curvy shape on the right side.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'h'. Show some picture cards of letter 'h' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'h' on the board. Tell students to write 'h' Tell students to write 'h', we draw a straight line first, then make a curvy shape on the right side. 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 'h' on board.

Activity:

Ask them to open their text books at page 31. 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' 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 letter '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 'h' 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 can use their magic fingers to trace the letter 'h' 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	PRE-PRIMER		40 min

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	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'h'.

The worksheet provides three identical sets of handwriting practice for the letter 'h'. Each set includes a row with numbered arrows indicating the stroke order (1: vertical line down, 2: curve from top to middle), followed by two rows of dotted 'h' characters for tracing on lined paper.

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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Unit Name:

Topic: Recite Poem

Date:

Objective(s):

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

Recite poem with action.

Resource Material:

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

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 'Humpty Dumpty'. Ask them to open textbook page 32. 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:

Humpty Dumpty sit on a wall,

Humpty Dumpty had a great fall;

All he king' horses and all the kings men

couldn't put humpty together again.

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 make a round shape like an egg using their hands. Read the lines twice and ask students to repeat the action. Read the second line and ask students to act as if they are falling down. 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	PRE-PRIMER		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 32 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	PRE-PRIMER		40 min

Picture Card



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

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 5

Unit Name:

Topic: Recite Poem

Date:

Objective(s):

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

Learn about surroundings; bedroom objects

Resource Material:

Resource Material:

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

Make students sit in a circle. Ask students at random to say the name of any object they can see in the classroom. Note their responses. Ask other student at random to share name of another object from classroom. Note their responses. Repeat the process five to six time and make sure to involve all students in the activity. Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about some objects in our bedrooms. Ask students at random to share the name of some objects that we can found in our classrooms. Now encourage them to think of some objects that they have in their bedrooms. Encourage them to share the names of objects by taking turns. Ask students to open their textbooks at page 33. Read the statement. Point towards different objects and say the names as well. Ask students if they have these objects in their rooms as well. Note their responses.

Point towards random students one by one and ask them to say the names of any three objects that they have in their bedrooms. Appreciate them for their correct answers by clapping for them. Now encourage students to draw any objects that they have in their bedrooms and colour it. Help them if need be. Ask them to draw the objects neatly.

Sum Up:

(3 min)

Sum up the lesson by summarising the concept once again.

Assessment:

(5 min)

Draw a random picture of bedroom object and ask student to tell its name. Appreciate them for their correct answers. Make pair of students. Ask them to share the objects of their bedrooms with each other.

Homework:

(0 min)

N/A

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

Teacher's Self-Evaluation:

Target: Achieved ☐

Target: Achieved ☐

Reason/Comments:

Not Achieved **Teacher's Self-Evaluation:**

Not Achieved ☐

Partially Achieved ☐

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

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 1

Unit Name:

Topic: Recognise letter 'i'

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 small letter 'i' 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, paint, 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 'c'. Draw a big letter 'i' shape on the board. Say the name of letter and its sound; for example, it is letter 'i', 'i' for /i/. /i/, /i/. Ask students to sit in a circle. Bring letter card of letter 'i' and a cup in the class. Show the letter card 'i' to students and tell them it is letter 'i'. 'i' for 'ink'. /i/, /i/, /i/ 'ink'. Tell the students that we use ink to get filled in the pens and write on papers.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste pompom on letter 'i'. Ask them to paint on letter 'i' with their fingers. 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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 'i' 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 'i' and its sound is /i/, /i/, /i/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

Point to the first object (cat) 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.

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

Second Period – Recognition

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

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', '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:

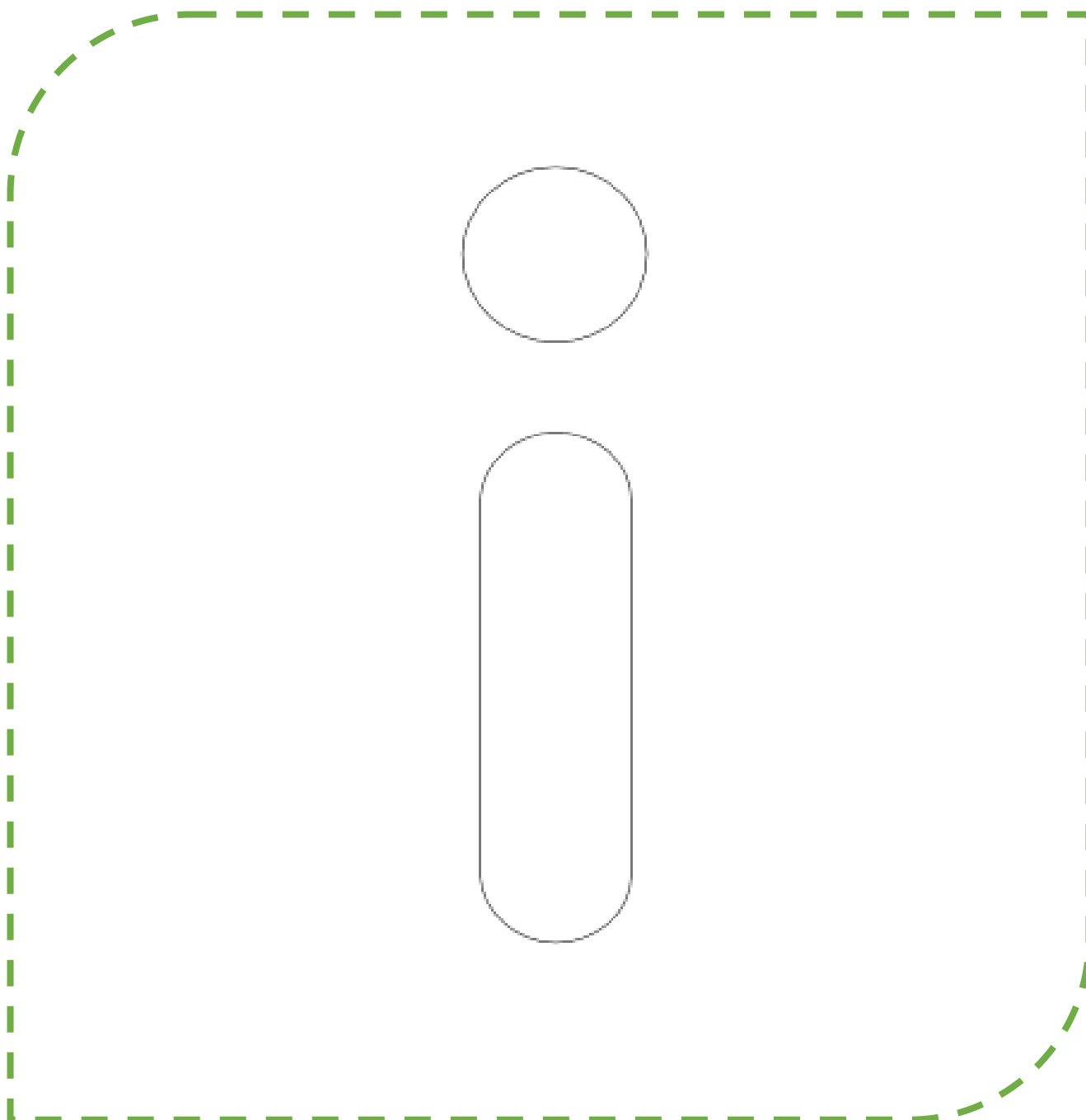
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Paint with your finger on letter 'i'.



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

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**
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 the object with small letter 'i' 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 a '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 'ink' 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 'i' 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 'insect. Student will pick up the picture card for cake 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 35. Read the statement aloud. Ask students to tell what picture they can see on page 35. Note their responses. Now ask students to colour the picture with letter 'i'. Ask them to say letter 'i' sound. Praise them for correct answer. Tell them to colour the picture neatly. Ask them to follow your instruction. Appreciate them all for circling 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 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 /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.

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

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

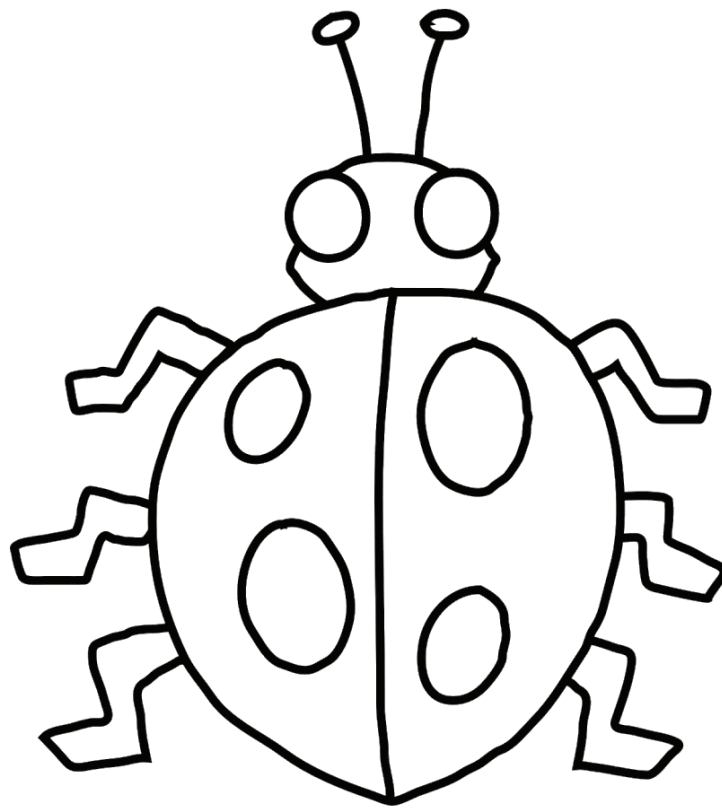
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Colour the insect.



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

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

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 35, 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 card of the letter 'i' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'i' on the board. Tell students to write 'i', we draw a straight line in the middle two lines and add a dot on it.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'i'. Show some picture cards of letter 'i' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'i' on the board. Tell students to write 'i' Tell students to write 'i', we draw a straight line in the middle two lines and add a dot on it. 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 'i' 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 'i' 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 letter '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 'i' sound aloud three to four times. Hold the letter card of 'i' 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 'i' on all sorts of fun places. Encourage students at random to draw letter 'i' on different places, for example, "Draw 'i' on your hand". "Draw 'i' on the floor". "Draw 'i' on your

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

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	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'i'.

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

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**
Unit Name: **Topic: Recognise letter 'j'** **Date:**

Objective(s):

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

- Recognise small letter 'j' 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, paper cut-outs, 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 '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 jug 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 can use jugs to pour different kind of drinks. We can use jugs for water, milk, juices and drinks etc.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'j'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'j' 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 'j' 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 'j' and its sound is /j/, /j/, /j/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (jam, jacket, jug) 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 'jelly', 'jug', 'jacket', 'jug'. 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:

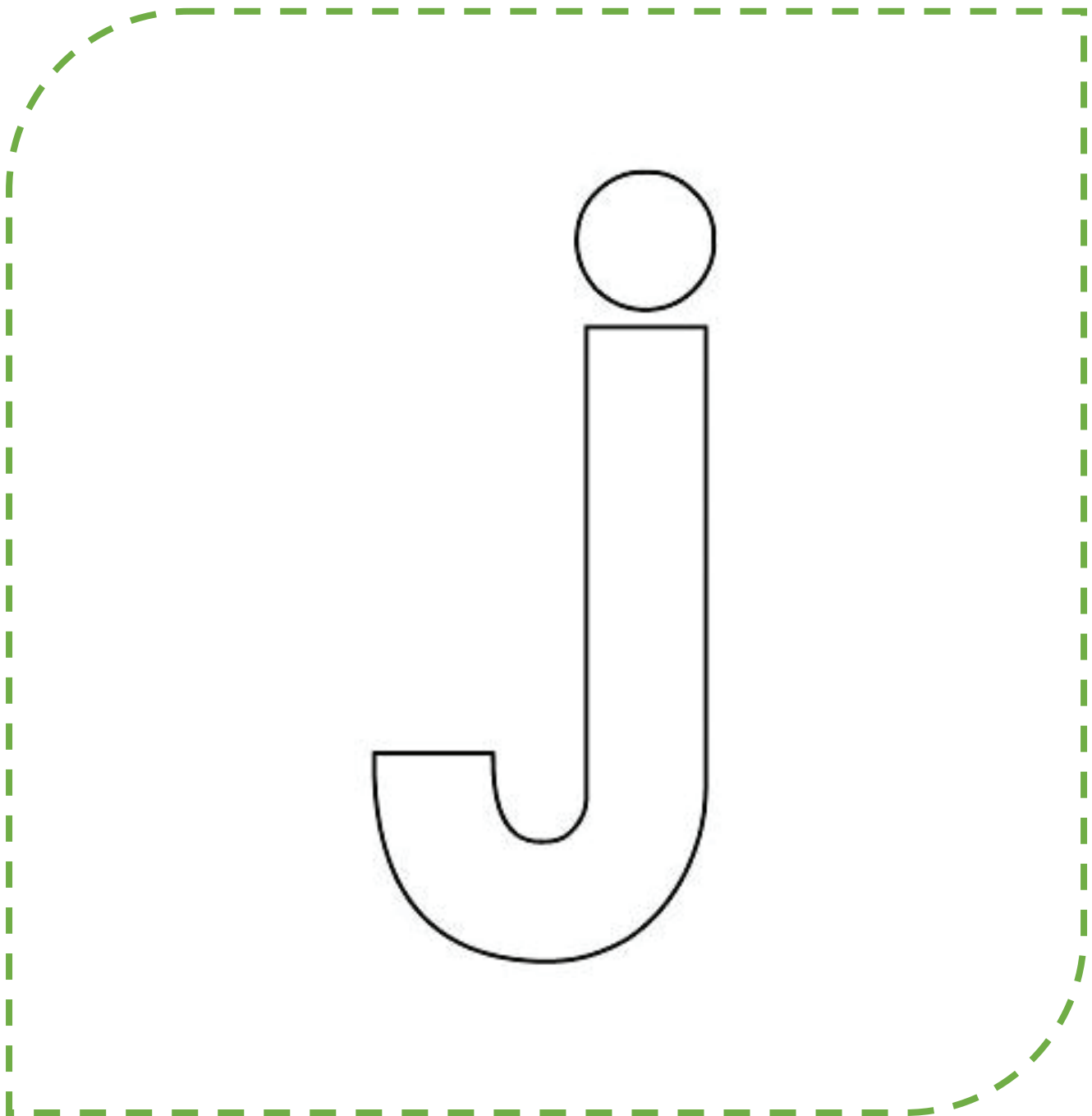
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Paste paper cut outs on letter 'j'.



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

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Unit Name:

Topic: letter 'j'

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 'j' 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 '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 'jelly' 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 'j' 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 'jelly'. Student will pick up the picture card for 'jacket' 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 37. Read the statement aloud. Ask students to tell what pictures they can see on page 37. 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 /j/ 'jelly', /j/ 'jacket', /j/ 'jug', /c/ 'cat'. Ask student to say the names and initial sounds four to five times. Now ask students to match the letter 'j' with pictures that begin with /j/ 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 'j' and its sound. Read the names of objects on textbook page 37 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	PRE-PRIMER		40 min

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐ Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Colour the jacket.



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

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

Unit Name: **Topic: letter 'j'** **Date:**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 37, 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 card of the letter 'j' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'j' on the board. Tell students to write 'j', we draw a straight line on lower three lines and curve it upward towards the left side.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'j'. Show some picture cards of letter 'j' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'j' on the board. Tell students to write 'j', we draw a straight line on lower three lines and curve it upward towards the left side. 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 'j' 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 '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 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 letter '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	PRE-PRIMER		40 min

Assessment: (5 min)

Ask students to say the letter 'j' 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 'j' 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	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'j'.

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

Term: 2

Periodic Unit: 1

Week: 3

Lesson Plan: 2

Unit Name:

Topic: Recognise letter 'k'

Date:

Objective(s):

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

- Recognise small letter 'k' 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, key, paper cut-outs, 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 '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 key in the class. Show the letter card 'k' to students and tell them it is letter 'k'. 'k' for 'key'. /k/, /k/, /k/ 'key'. Tell the students that key is used to lock or unlock different locks. Ask them if they have used a key to unlock anything. Note their responses.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'k'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'k' 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 'k' 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 'k' and its sound is /k/, /k/, /k/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (kangaroo, key, kiwi) 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 'king', 'kangaroo', 'key', 'kiwi'. 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:

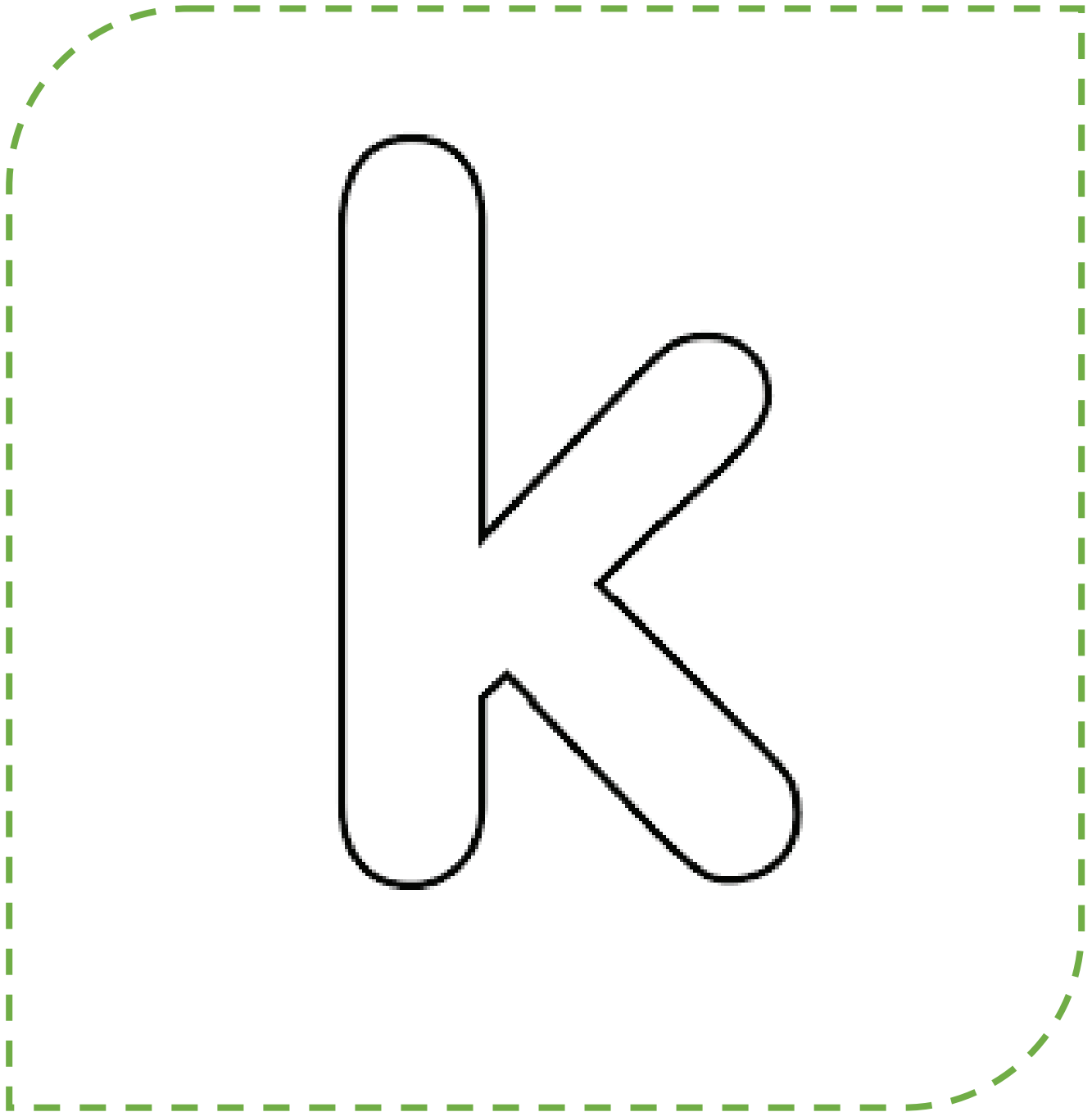
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'k'.



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

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

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, 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 a 'key' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'key'. Trace a big letter 'k' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'key' 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 'k' 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 'kangaroo'. Student will pick up the picture card for cake 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 39. Read the statement aloud. Ask students to tell what pictures they can see on page 39. Note their responses. Now ask students to circle the letter 'k'. Ask them to say letter 'k' sound. Praise them for correct answer. Tell them to circle the letter 'k' neatly. Ask them to follow your instruction. Appreciate them all for circling 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 39 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	PRE-PRIMER		40 min

Homework: (2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

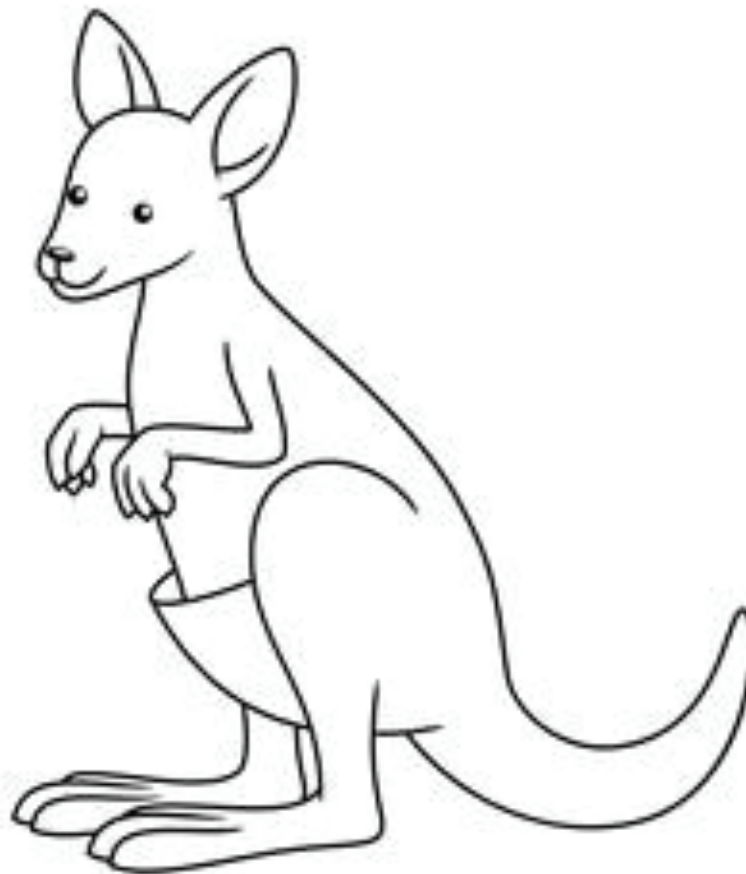
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Colour the kangaroo.



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

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

Unit Name: **Topic: letter 'k'** **Date:**

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 39, 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 card of the letter 'k' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'k' on the board. Tell students to write 'k', we draw a straight line on the upper three lines. Then we draw two diagonal lines joint in the middle.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'k'. Show some picture cards of letter 'k' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'k' on the board. Tell students to write 'k' Tell students to write 'k', we draw a straight line on the upper three lines. Then we draw two diagonal lines joint 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 'k' 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 '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 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 letter '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.

Assessment: (5 min)

Ask students to say the letter 'k' 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 'k' 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

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

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	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'k'.

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

Term: 1 Periodic Unit: 2 Week: 3 Lesson Plan: 5
Unit Name: Topic: Recognise letter 'l' Date:

Objective(s):

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

- Recognise 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, paper cut-outs, 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 '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 leaf in the class. Show the letter card 'l' to students and tell them it is letter 'l'. 'l' for 'doll'. /l/, /l/, /l/ 'leaf'. Tell the students that leafs grow on plants and trees. There are many types of leaves. Leave have different shapes and colours. Tell them that leaves fell down from tree in the autumn and new one grow when spring came.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'l'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'l' and its sound is /l/, /l/, /l/.

Three Period Lesson Technique

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

First Period – Introduction /Naming Period

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (loader, lion, lion) 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 'leaf', 'loader', 'lion', 'lamp'. 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:

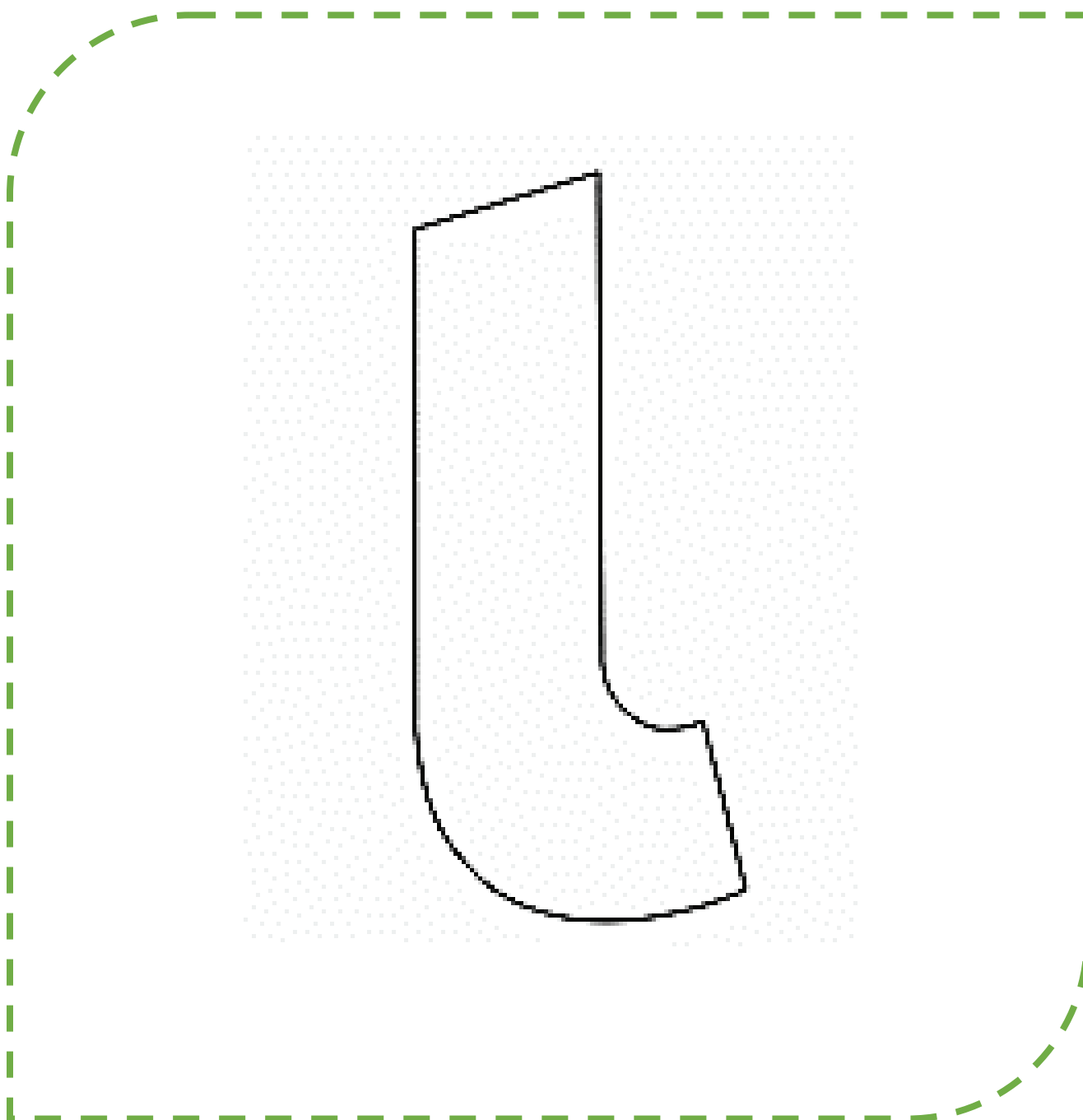
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'l'.



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

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

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 objects of the small letter 'l' 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 'leaf' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'leaf'. 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. 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 'leaf'. Student will pick up the picture card for 'lamp' 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 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 names of the letter aloud. Ask students to say the initial sounds like /l/ 'l', /k/ 'k'. Ask student to say the names and initial sounds four to five times. Now ask students to match the letter 'l' with picture. Appreciate 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 41 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 'l' on board using their fingers. Appreciate them for their correct answers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐ Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

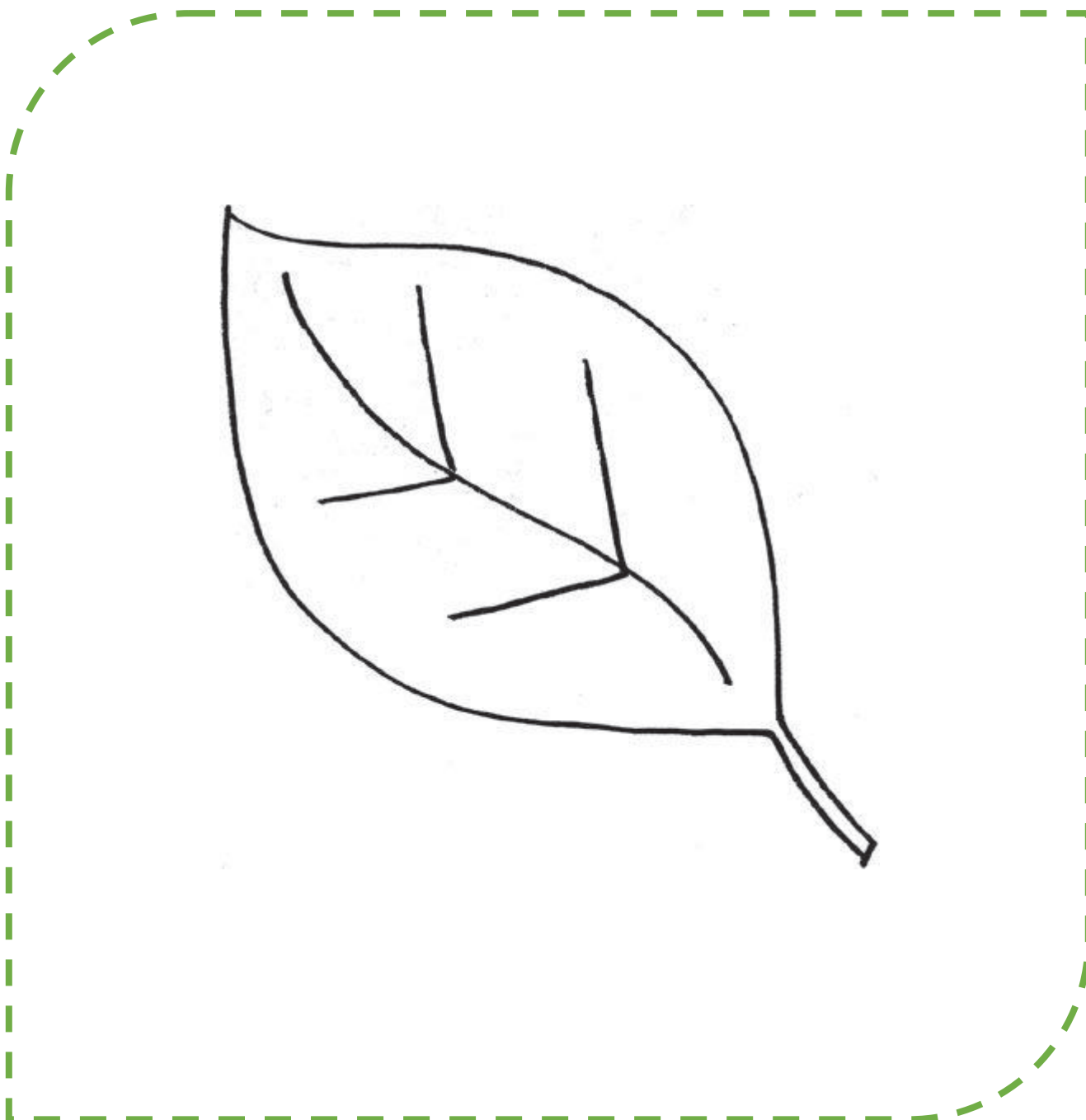
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Colour the leaf.



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

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

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 small letter 'l' of the English Alphabet.
- Understand and follow instructions

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 41, 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 card of the letter 'l' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'l' on the board. Tell students to write 'l', we draw a straight line on upper three lines with a small curve on the right side.

Main Activities/Concept Building: (25 min)

Tell the students that today they are going to trace the letter 'l'. Show some picture cards of letter 'l' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'l' on the board. Tell students to write 'l', we draw a straight line on upper three lines with a small curve on the right side. 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 'l' 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 '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 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 letter '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.

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

Assessment: (5 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	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'l'.

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

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Unit Name:

Topic: Review

Date:

Objective(s):

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

Review

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 42, 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 'kangaroo' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'kangaroo'. Then, show a picture card of a 'jam' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'jam'. Show picture card of 'goat', 'ink' 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 'hen'. Student will pick up the picture card for 'hen' and show to you and class fellows. Appreciate student for correct answer by clapping for him/her. Now bring picture cards for letter 'h', 'i', 'j', 'k', 'l' and 'g' and repeat the process with other students as well. Praise them for their correct answers.

Activity:

Ask students to open their textbooks at page 42. Read the statement aloud. Ask students to tell what letter they can see on page 42. 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 /g/ 'goat', /h/ 'hen', /i/ 'ink', /j/ 'jam', /k/ 'king', /l/ 'leaf'. Ask student to say the names and initial sounds four to five times. Now ask students to match the correct letters with each other. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring the pictures by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'g', 'h', 'i', 'j', 'k' and '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 /k/ and /l/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'g', 'h', 'i', 'j', 'k' and 'l' on board using their fingers. Appreciate them for their correct answers.

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

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 4**
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 42, buttons, 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 a big letter cards of the letter 'g' to 'h' 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', 'k' and 'l' on the board. Tell students how to write each letter by demonstrating the writing pattern for each alphabet.

Main Activities/Concept Building: (27 min)

Tell the students that today they are going to trace the letters 'g' to 'l'. Show some picture cards of letter 'g' to 'l' to students and ask them to say their names. Inform them that they are going to trace the letters on their own. Draw a big letter 'g', 'h', 'i', 'j', 'k', 'l' on the board. Tell students that how to write each letter. 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 different letters on board.

Activity:

Ask them to open their text books at page 42 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. Hold the letter card one by one 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 'g' on all sorts of fun places. Encourage students at random to draw letter 'h' on different places, for example, "Draw 'i' on your hand". "Draw 'j' on the floor". "Draw

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

'k' on your partner's back". "Draw 'l' on your cheek" etc. Appreciate them for their 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	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Unit Name:

Topic: introduce self and family

Date:

Objective(s):

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

Introduce self and family members.

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, basket, candies, colour paint, textbook page 43

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 43. Say the names of each family member one by one and ask students to repeat after you. Ask students at random to come in front of the class and share the names of family members with fellow students. ask them to tell how they respect and care for their family members. 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 to say the names of family members by using the picture of their textbook page 43.

Homework:

(0 min)

N/A

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

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 1**
Unit Name: **Topic: introduce self and family** **Date:**

Objective(s):

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

Introduce self and family members.

Resource Material:

Chalk/Marker, White/Blackboard, 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'.

Tell students that we are going to play an interesting game. Call students at random one by one in front of the class and encourage them to introduce themselves. Ask them to share their names, age, class, their favourite food, colour, game etc. Make sure to involve all students in the activity. Appreciate them all by clapping for them to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to do a fun activity. Ask students to sit in a circle. bring a soft toy and throw to a student at random. Ask his/her to come in front of class and share the names of his/her family members. Appreciate him/her for the answer by clapping. Now throw the toy towards another student and ask him/her to say the names of the family members. Appreciate him/her as well. Repeat the process. Make sure to involve all the students in this activity. Ask students to open their textbooks at page 43. Point to any member in the picture and students at random to guess the names of family members. Note their responses. Appreciate them for correct answers.

Sum Up:

(3 min)

Sum up the lesson by recalling the concept.

Assessment:

(5 min)

Make pair of students. Ask them to share the number and names of the family members to each other. Ask them to share more information about their families to each other.

Homework:

(2 min)

N/A

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

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**
Unit Name: **Topic: Recite poem** **Date:**

Objective(s):

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

Recite Poem with action.

Resource Material:

Chalk/Marker, White/Blackboard, yarn strings, glue, chart paper, textbook page 44

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

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

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 'Jack and Jill'. Ask them to open textbook page 44.

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:

Jack and Jill went up the hill

To fetch a pale of water;

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 make a going upward action using their two fingers of right hand as if they are climbing something. Read the lines twice and ask students to repeat the action. Read the second line and ask students to pretend to hold a pale of water.

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	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Homework: (2 min)

Read the poem on textbook page 45 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	PRE-PRIMER		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**
Unit Name: **Topic: Recite poem** **Date:**

Objective(s):

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

Recite Poem with action.

Resource Material:

Chalk/Marker, White/Blackboard, yarn strings, glue, chart paper, textbook page 44 and 45

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 them which character they like the most. Ask them to tell the reason of their likeness. Ask students to come in front of the class. Ask students to pretend to be a 'Jack' or 'Jill'. Ask them to act as if they are climbing a hill while reading the poem. Appreciate them for their involvement to boost their confidence.

Main Activities/Concept Building:

(25 min)

Tell students that today we are going to read a poem 'Jack and Jill'. Ask them to open textbook page 45.

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:

Jack and Jill went up the hill

To fetch a pale of water;

Jack fell down and broke his crown,

And Jill came tumbling after.

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 make a going upward action using their two fingers of right hand as if they are climbing something. Read the lines twice and ask students to repeat the action. Read the second line and ask students to pretend to hold a pale of water. Read the next line and students to put the palms of their hands against the sides of their heads for the word 'crown'. Read the next line and ask students to put their head down to pretend they are falling while rolling their arms in tumbling motion to pretend they are falling down.

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	PRE-PRIMER		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 45 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	PRE-PRIMER		40 min

Picture Cards



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		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 30-37, picture cards, 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: (27 min)

Tell students that it's your review class today.

Activity:

Bring some picture cards of 'hen', 'ink', 'jelly' etc. Ask students at random to say the sound of these objects 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' 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' on board. Encourage them to share the name of an object that begins with the initial sound of following letters.

Ask students at random to tell names of some objects that they have in their bedrooms. Note their answers and appreciate them for correct responses.

Sum Up: (3 min)

Sum up the lesson by revising the concepts again.

Assessment: (5 min)

Ask students at random to read the poem 'Humpty Dumpty' aloud. Make sure to involve all students. Ask them to read the poem with actions.

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	PRE-PRIMER		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 38-45, 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 come in front of the class and read the poem 'Jack and Jill' aloud. Ask them to perform the actions as well. Make sure to involve all the students in the activity. 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 for letter '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 'g', 'h', 'i', 'j', 'k', 'l' on board. Encourage them to use correct pencil holding posture.

Ask students at random to tell something about their families and family members. Ask them to share the names and hobbies of family members with fellow students. ask them to tell fellow students that how they try to take care of their family members. Note their responses. Make sure to involve all students. Appreciate them by clapping.

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 'Humpty Dumpty' or 'Jack and Jill' for fellow students. M 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	PRE-PRIMER		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

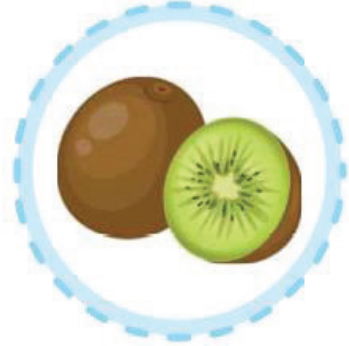
Reason/Comments:

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

Picture Cards



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



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



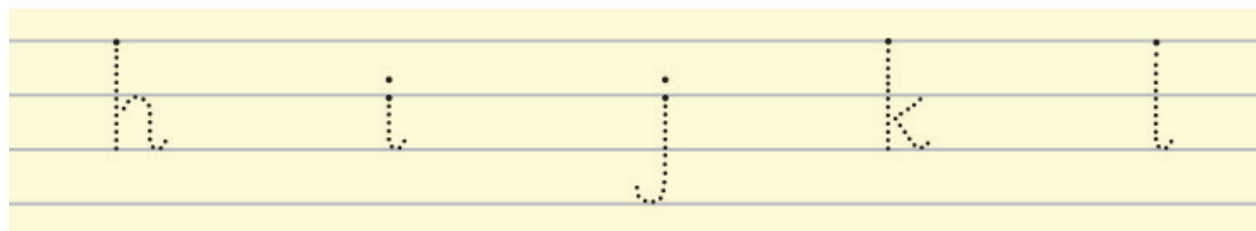
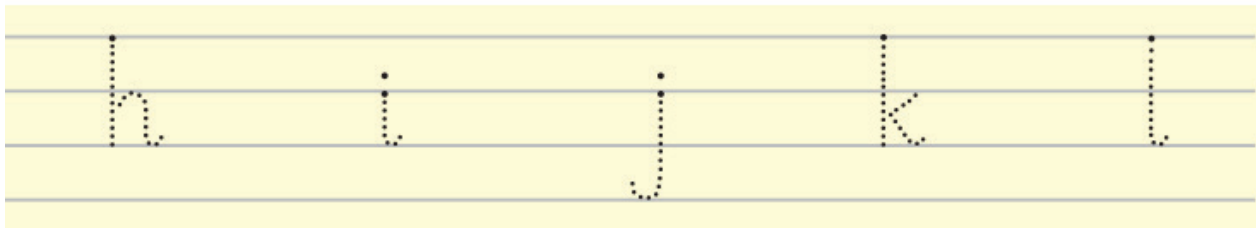
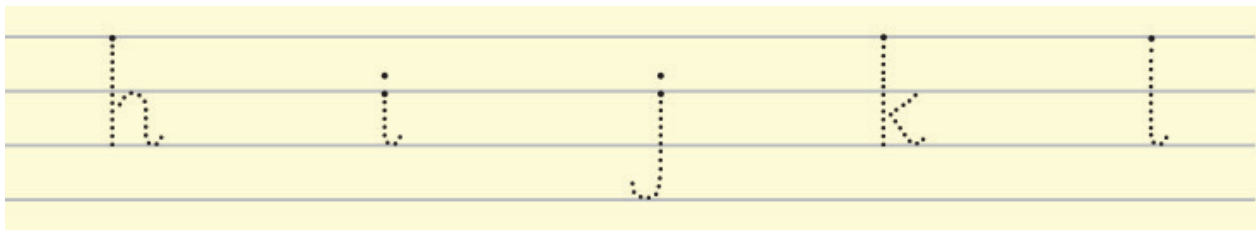
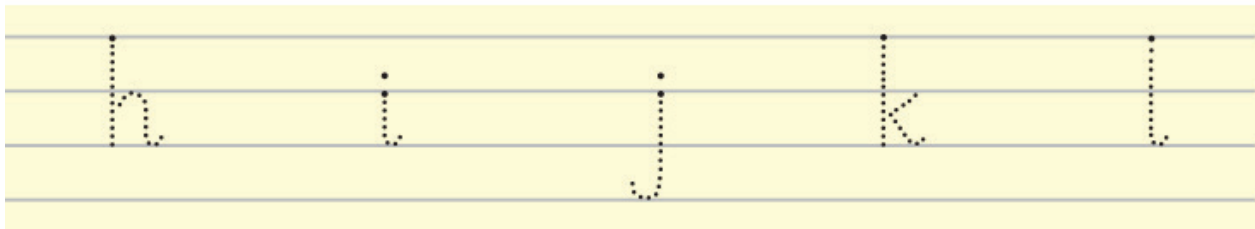
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	PRE-PRIMER		40 min

Worksheet

Name: _____

Date: _____

Trace letters.



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

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Topic: Letter 'm'

Date:

Objective(s):

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

- Recognise small letter 'm' 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 and picture cards, toy mango, pompoms, glue, tray, sand, 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'.

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 mango or real mango if available in the class. Show the letter card 'm' to students and tell them it is letter 'm'. 'm' for 'mango'. /m/, /m/, /m/ 'mango'. Tell the students that mango is fruit. It is very yummy. It is called the king of fruits.

Main Activities/Concept Building:

(25 min)

The Play Method

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. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'm' 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 'm' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 46. Read the letter with sound. Tell student that this is letter 'm' and its sound is /m/, /m/, /m/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

Second Period – Recognition

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

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

Third Period – Confirmation/Recall

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

Continue with other objects (mat, monkey, mug) 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 /m/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'mango', 'mat', 'monkey', 'mug'.

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:

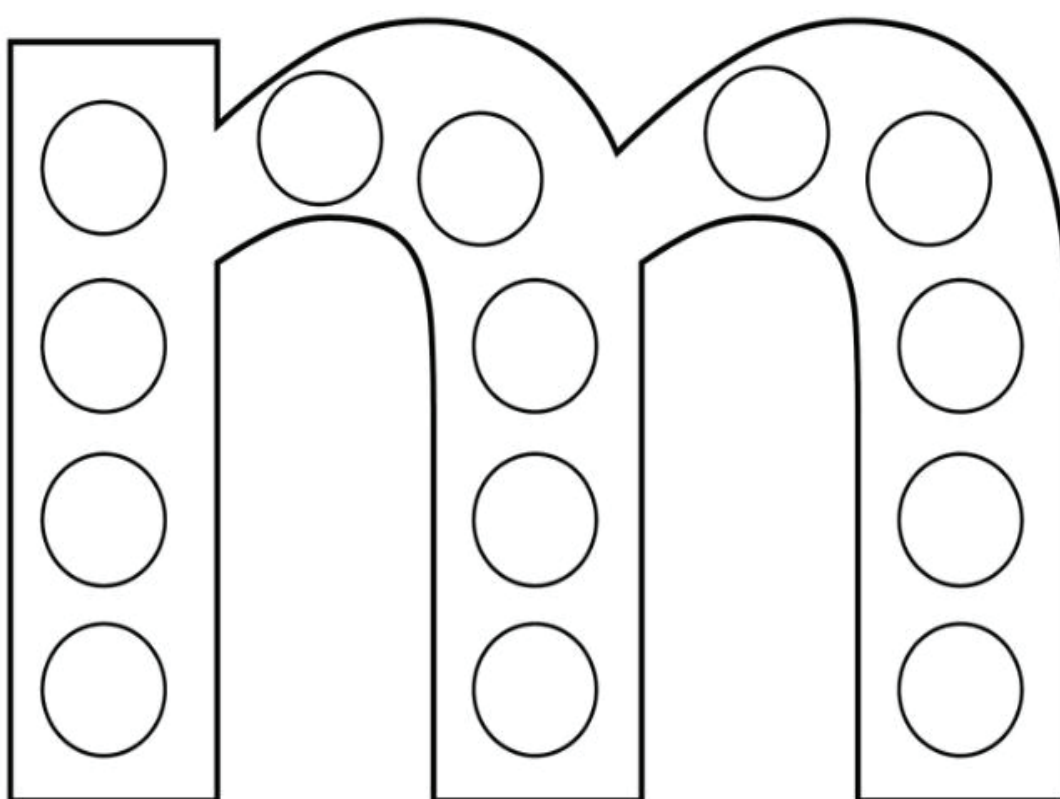
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'm'.



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

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 2

Topic: letter 'm'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, 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 to sit in a circle. Show a picture card of a 'mango' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'mango'. Trace a big letter 'm' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'mango' 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 '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 'mat'. Student will pick up the picture card for 'mat' 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 47. Read the first statement aloud. Ask students to tell what pictures they can see on page 47. Note their responses. Now ask students to colour the mug with the letter 'm'. Ask them to say letter 'm' sound. Praise them for correct answer. Tell them to colour the mugs with letter 'm' neatly. Ask them to follow your instruction. Appreciate them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'm' and its sound. Read the names of objects on textbook page 46 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:

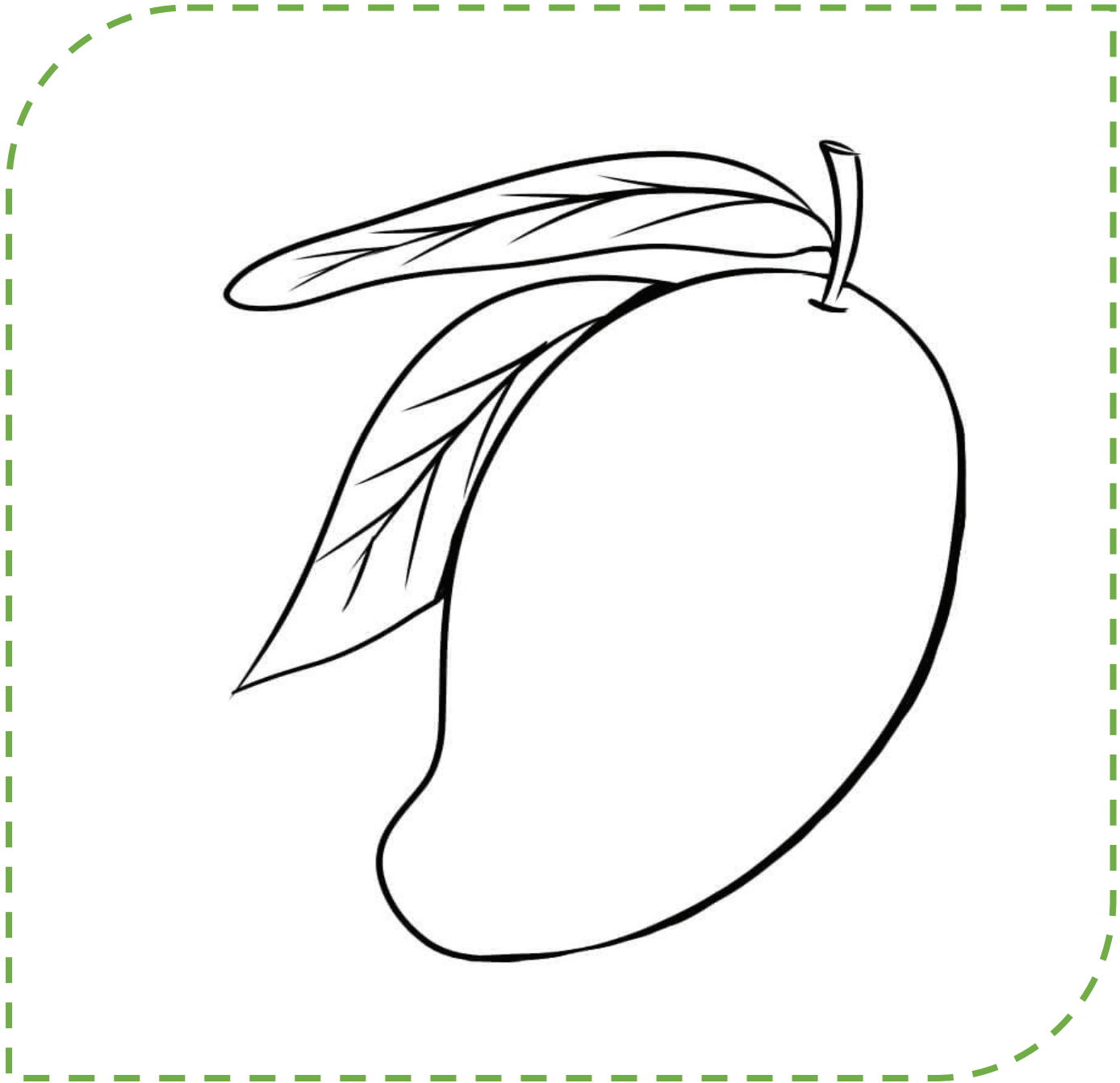
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the mango.



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

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 3

Topic: letter 'm'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 47, 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 card of the letter 'm' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'm' on the board. Tell students to write 'm', we draw first straight line down, around the hill and around the hill again.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'm'. Show some picture cards of letter 'm' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'm' on the board. Tell students to write 'm', we draw first straight line down, around the hill and around the hill again. 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 'm' on board.

Activity:

Ask them to open their text books at page 47. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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.

Assessment:

(5 min)

Ask students to say the letter 'm' 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 'm' 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".

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

“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:

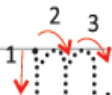
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'm'.

	m	m	m
m	m	m	m
m	m	m	m
m	m	m	m
m	m	m	m
m	m	m	m

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

- Recall how to hold, open and turn pages of a book with care.
- Recognise small letter 'n' 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 nest or picture of nest, paint, tray, sand, 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'.

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 or toy of nest in the class. Show the letter card 'n' to students and tell them it is letter 'n'. 'n' for 'nest'. /n/, /n/, /n/ 'nest'. Tell the students that nests are houses of birds. Birds make their nests on the trees.

Main Activities/Concept Building:

(25 min)

The Play Method

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 paint on letter 'n' with their fingers. 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 48. Read the letter with sound. Tell student that this is letter 'n' and its sound is /n/, /n/, /n/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

Second Period – Recognition

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

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

Third Period – Confirmation/Recall

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

Continue with other objects (nurse, nose, nail) 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 /n/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'nest', 'nurse', 'nose', 'nail'. 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:

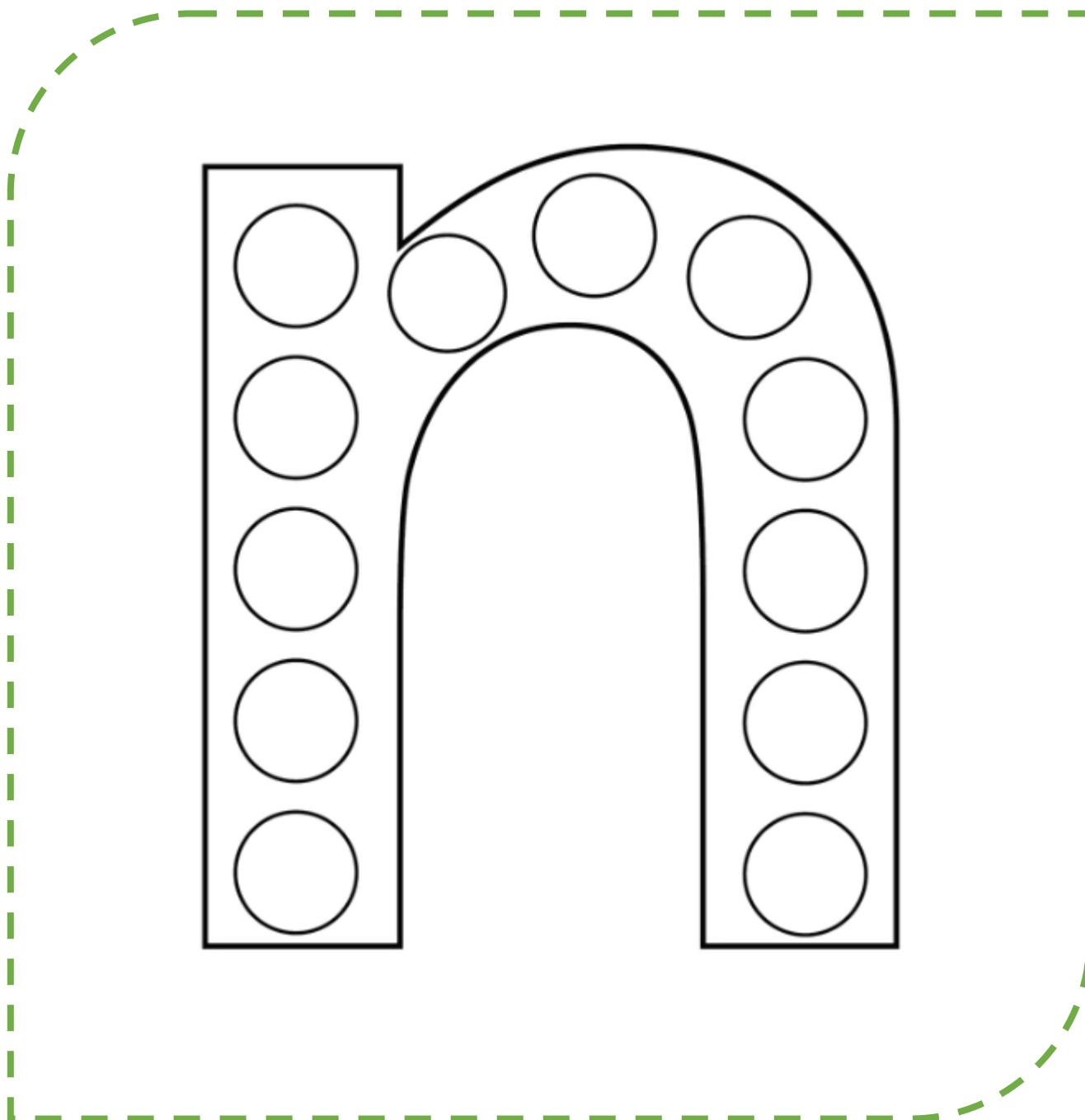
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paint with your finger on letter 'n'.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		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 the object with small letter 'n' of the English Alphabet.
- Understand and follow instructions

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 49

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, 'Alhamdulillah'. Ask students to sit in a circle. Show a picture card of a 'nest' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'nest'. Trace a big letter 'n' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'nest' 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 'n' 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 'nose'. Student will pick up the picture card for nose 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 49. Read the first statement aloud. Ask students to tell what picture they can see on page 49. Note their responses. Now ask students to match the pictures with letter 'n'. Ask them to say letter 'n' sound. Tell them to match the pictures neatly. Ask them to follow your instruction. Appreciate them all for circling by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'n' and its sound. Read the names of objects on textbook page 48 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:

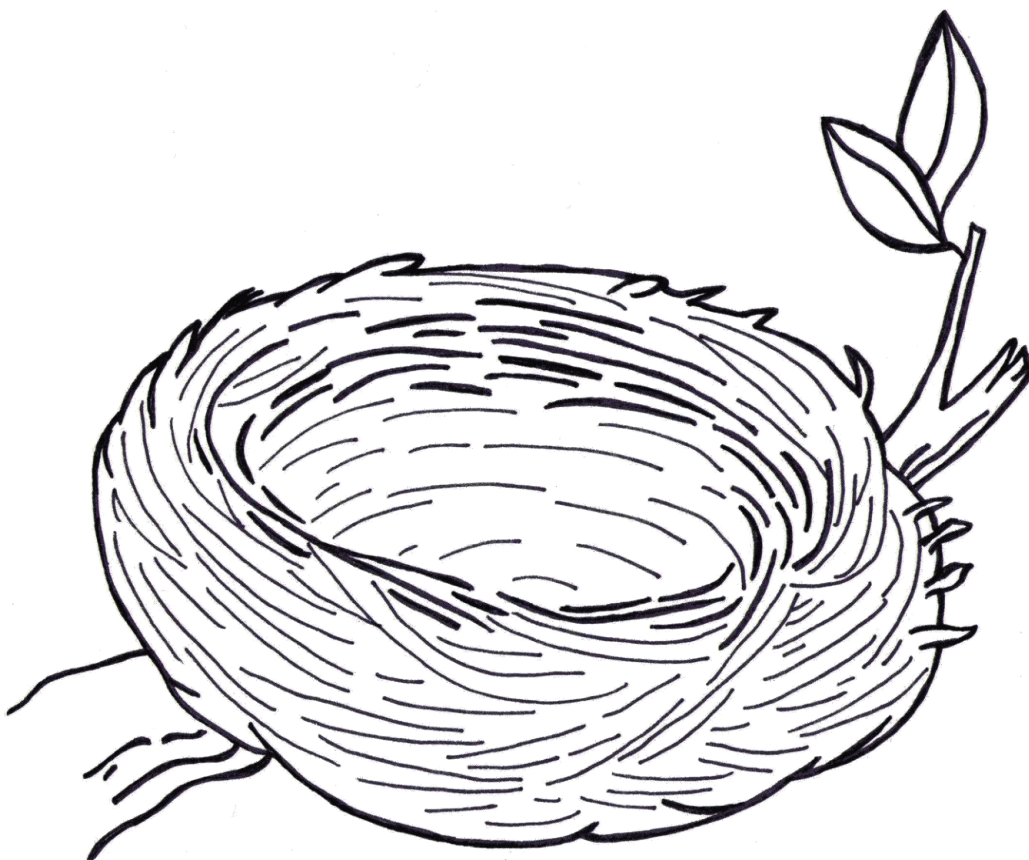
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the nest.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		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 small letter 'n' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 49, 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 card of the letter 'n' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'n' on the board. Tell students to write 'n', first to draw a straight line down, and up around the hill.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'n'. Show some picture cards of letter 'n' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'n' on the board. Tell students to write 'n'. Tell students to write 'n', first to draw a straight line down, and up around the hill. 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 'n' on board.

Activity:

Ask them to open their text books at page 49. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter '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 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 letter '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.

Assessment:

(5 min)

Ask students to say the letter 'n' 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 'n' 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

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

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:

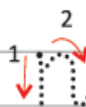
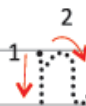
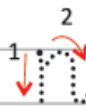
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'n'.

	n	n	n
n	n	n	n
	n	n	n
n	n	n	n
	n	n	n
n	n	n	n

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

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Topic: Be Kind

Date:

Objective(s):

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

- Discuss the topic 'Be Kind'.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask the students to look at the picture 1 on page 50 of the textbook. Ask them to tell what they can think is happening in the picture. Get their responses and note them on the board. Students might say, "The boys are sharing their toys." "The boys are plying happily." "The boys are friends." etc.

Main Activities/Concept Building:

(27 mins)

Tell the students that they are going to understand that be kind to others is a good act and habit. Discuss how you will kind or behave well to others.

Activity:

Ask the students to take out their textbooks and open page 50. Show first two pictures and read the text to the class. Ask them to listen you carefully as you read. Explain the difficult words. Ask each student to share what they understand. Repeat this activity until every student has share at least one line.

Discuss what the text is talking about and what its purpose is. Discuss other ways of being kind to others.

Ask the students, "What do you do to be kind? Once again repeat all the sentences and ask the students to follow you in chorus.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the understanding of the students by asking a few questions. You may ask:

What have you learned today?

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Topic: Helping Others

Date:

Objective(s):

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

- Discuss the topic 'Be Kind'.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

As it is continuity of pervious lesson. Ask the students to look at the picture 2 on page 50 of the textbook. Ask them to tell what they can think is happening in the picture. Get their responses and note them on the board. Students might say, "The boy is helping his friend." "The boy is helping to the injured boy. etc.

Main Activities/Concept Building:

(27 mins)

Tell the students that they are going to understand that be kind to others is a good act and habit. Discuss how you will be kind to others.

Activity:

Ask the students to take out their textbooks and open page 50. Show them the last 3-4 pictures and read the text to the class. Ask them to listen you carefully as you read. Explain the difficult words. Ask each student to share what they understand. Repeat this activity until every student has share at least one line. Discuss what the text is talking about and what its purpose is. Discuss other ways of being kind to others. Ask the students, "What do you do to be kind? Once again repeat all the sentences and ask the students to follow you in chorus.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the understanding of the students by asking a few questions. You may ask:
What have you learned today?

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 4

Topic: The Sky

Date:

Objective(s):

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

Talk about the Sky and related objects.

Resource Material:

Chalk/Marker, White/Blackboard, yarn strings, glue, chart paper, textbook page 51, blank sheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Bring students into the playground. Make students sit in a circle. Ask students at random to say the name of any object they can see in the playground. Note their responses. Ask other student at random to share name of another object from surrounding. Note their responses. Repeat the process five to six time and make sure to involve all students in the activity. Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about some objects in the sky. Ask students at random to share the name of some objects that we can found in the sky. Now encourage them to think of some objects that they have seen in the sky in night. Encourage them to share the names of objects by taking turns. Share some objects name we found in the sky.

Point to at random students one by one and ask them to say the names of any three objects that they see in the sky. Appreciate them for their correct answers by clapping for them. Now encourage students to draw any objects that they found in the sky in the provided blank sheet and colour it. Help them if need be. Ask them to draw the objects neatly.

Sum Up:

(3 min)

Sum up the lesson by summarising the concept once again.

Assessment:

(5 min)

Draw a random picture of sky object and ask student to tell its name. 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	Pre-Primer		40 min

Term: 2

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Topic: The Sky

Date:

Objective(s):

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

Talk about the Sky and related objects.

Resource Material:

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

As it is continuity of the previous lesson. Make students sit in a circle. Ask students at random to say the name of any object they can see in the sky. Note their responses. Ask other student at random to share name of another object from the sky objects. Note their responses. Repeat the process five to six time and make sure to involve all students in the activity. Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about some objects in the sky. Ask students at random to share the name of some objects that we can found in the sky. Now encourage them to think of some objects that they can see in the sky. Encourage them to share the names of objects by taking turns. Ask students to open their textbooks at page 51. Read the statement. Point towards different objects and say the names as well. Ask students if they saw these objects in the sky then rise their hands. Note their responses.

Point towards random students one by one and ask them to say the names of any three objects that they can find in the sky. Appreciate them for their correct answers by clapping for them. Now encourage students to draw any sky objects that they want on the provided blanks sheet and colour it. Help them if need be. Ask them to draw the objects neatly.

Sum Up:

(3 min)

Sum up the lesson by summarising the concept once again.

Assessment:

(5 min)

Draw a random picture of bedroom object and ask student to tell its name. Appreciate them for their correct answers. Make pair of students. Ask them to share the objects of their bedrooms with each other.

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	Pre-Primer		40 min

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

Topic: Letter 'o' **Date:** _____

Objective(s):

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

- Recognise small letter 'o' 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, orange/toy orange, paper cut-outs, 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 '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 an orange/toy orange in the class. Show the letter card 'o' to students and tell them it is letter 'o'. 'o' for 'orange'. /o/, /o/, /o/ 'orange'. Tell the students that oranges are healthy fruit. We use them to get vitamins 'C'. We mostly drink its juice.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'o'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'o' 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 'o' 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 'o' and its sound is /o/, /o/, /o/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (ox, olive, octopus) 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 /o/ sound.

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 'ox', 'olive', 'octopus', 'orange'. 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:

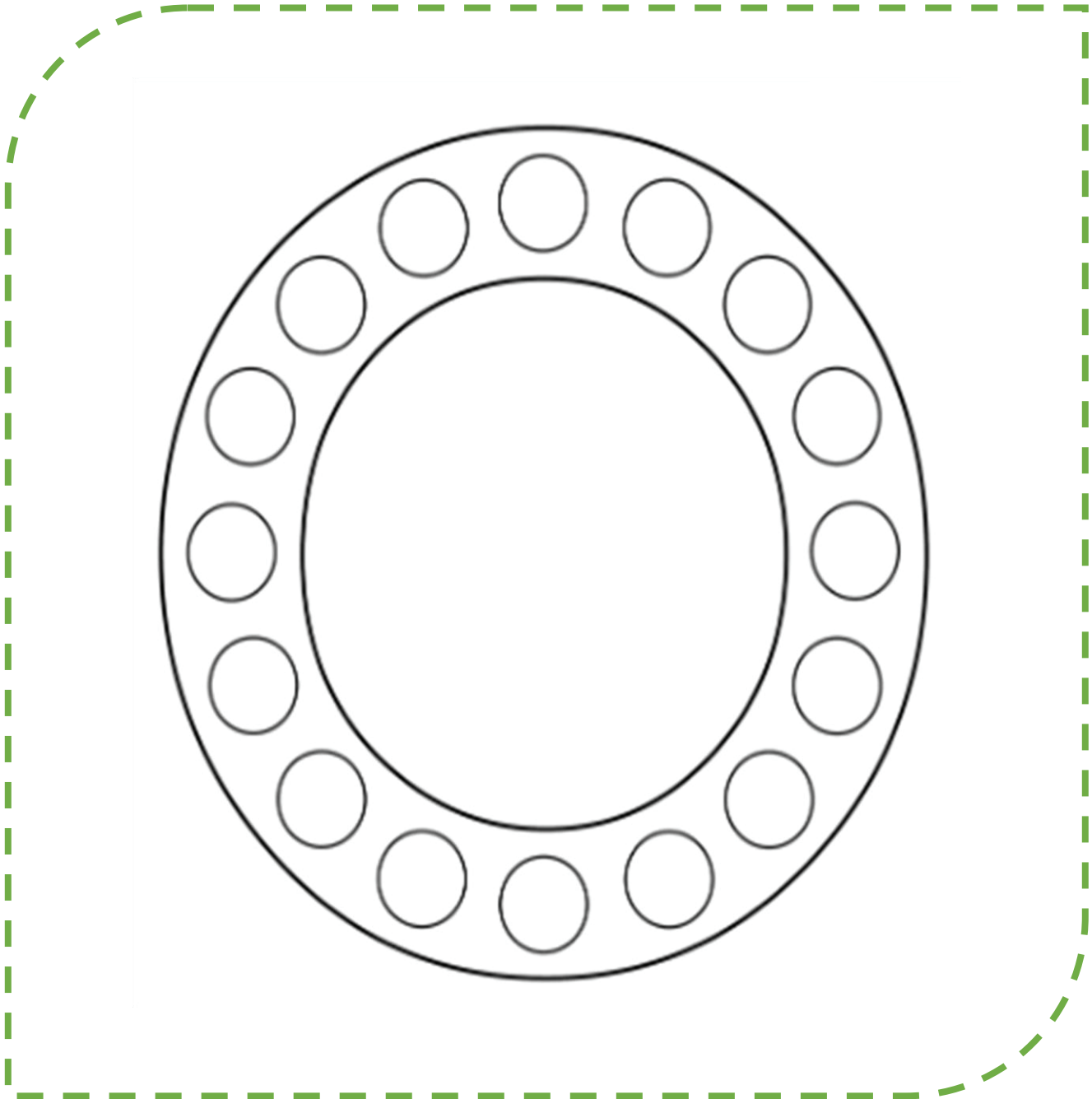
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste paper cut outs on letter 'o'.



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

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Topic: letter 'o'

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 'o' 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 an 'orange' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'orange'. Trace a big letter 'o' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'olive' 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 'o' 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 'ox'. Student will pick up the picture card for 'ox' 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 53. Read the first statement aloud. Ask students to tell what pictures they can see on page 53. Note their responses. Ask them to say the names of the pictures aloud. Ask students to say the name of picture with their initial sounds like /o/ 'octopus', /o/ 'octopus'. Ask student to say the names and initial sounds four to five times. Now ask students to circle the octopus with letter 'o'. Praise them for correct answer. Ask them to follow your instruction.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'o' and its sound. 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 /o/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'o' on board using their fingers.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐ Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

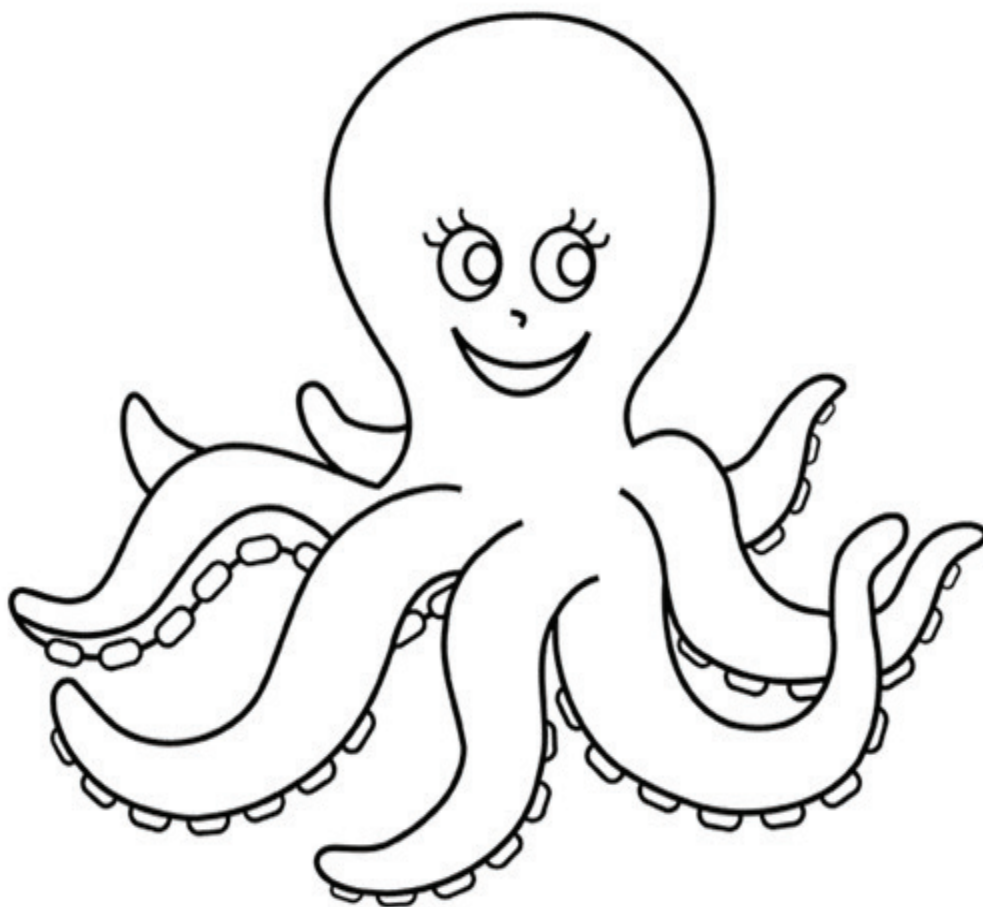
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the octopus.



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

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Topic: letter 'o'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 53, 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 card of the letter 'o' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'o' on the board. Tell students to write 'o', we first start at the top then circle all the way around.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'o'. Show some picture cards of letter 'o' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'o' on the board. Tell students to write 'o', we first start at the top then circle all the way around. 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 'o' on board.

Activity:

Ask them to open their text books at page 53. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter 'o' 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 letter '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.

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

Assessment: (5 min)

Ask students to say the letter 'o' 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 use their magic fingers to trace the letter 'o' 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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'o'.

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

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

Topic: Recognise letter 'p' **Date:**

Objective(s):

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

- Recognise small letter 'p' 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, paper cut-outs, 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 '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 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 pencil is used to trace and write. We have also colourful pencils. We use them for colouring. Note their responses.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'p'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'p' and its sound is /p/, /p/, /p/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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.

Second Period – Recognition

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

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

Third Period – Confirmation/Recall

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

Continue with other objects (parrot, pencil, pear) 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 /p/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'parrot', 'pencil', 'pear', 'panda'. 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:

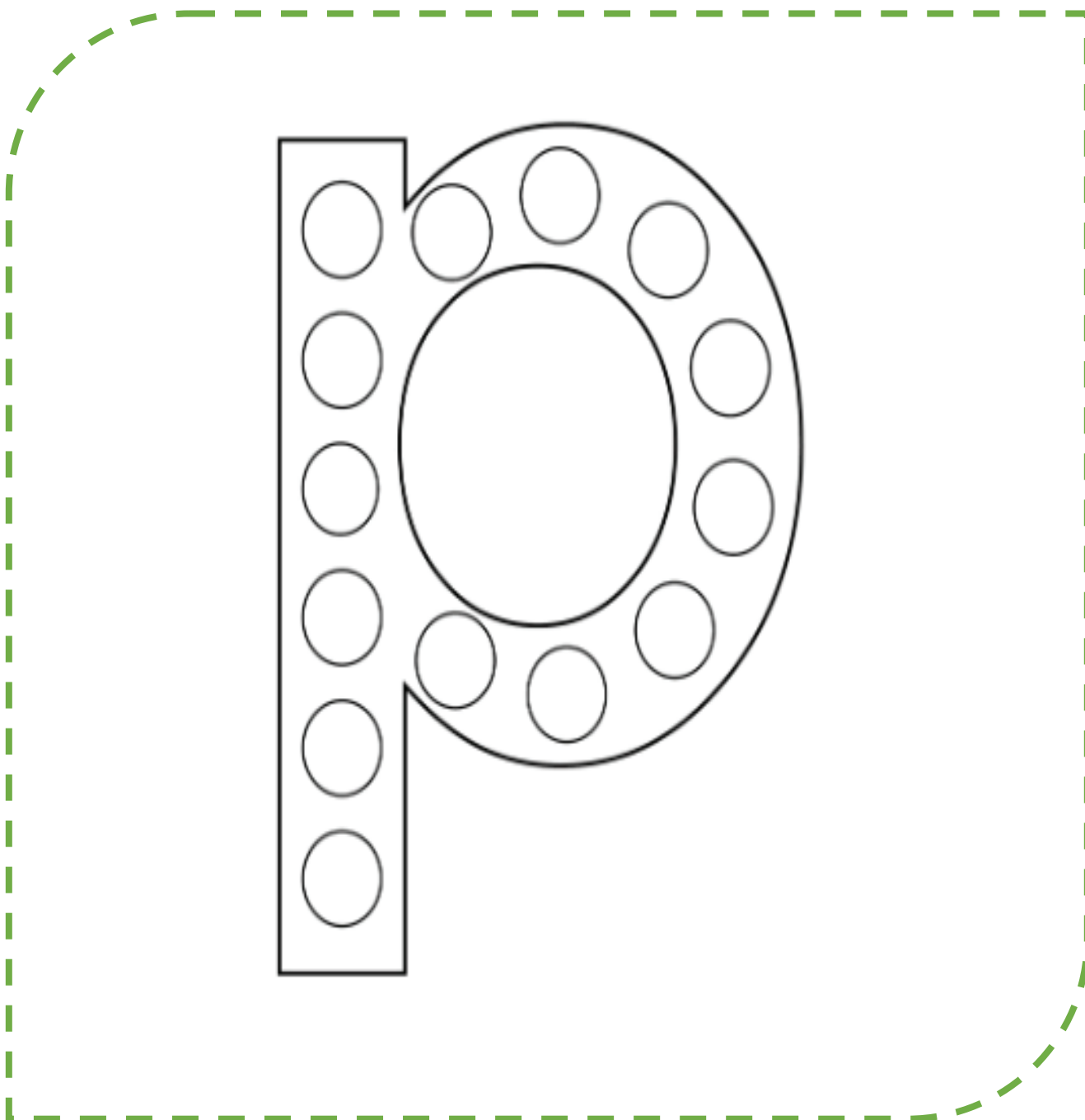
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'p'.



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

Term: 2

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Topic: letter 'p'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Circle the objects of the small letter 'p' 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 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 'p' 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 'pear'. Student will pick up the picture card for pear 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 55. Read the first statement aloud. Ask students to tell what pictures they can see on page 55. Note their responses. Now ask students to match the letter 'p' with picture that begin with 'p'. Ask them to say letter 'p' sound. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for circling by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'p' and its sound. Read the names of objects on textbook page 39 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.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

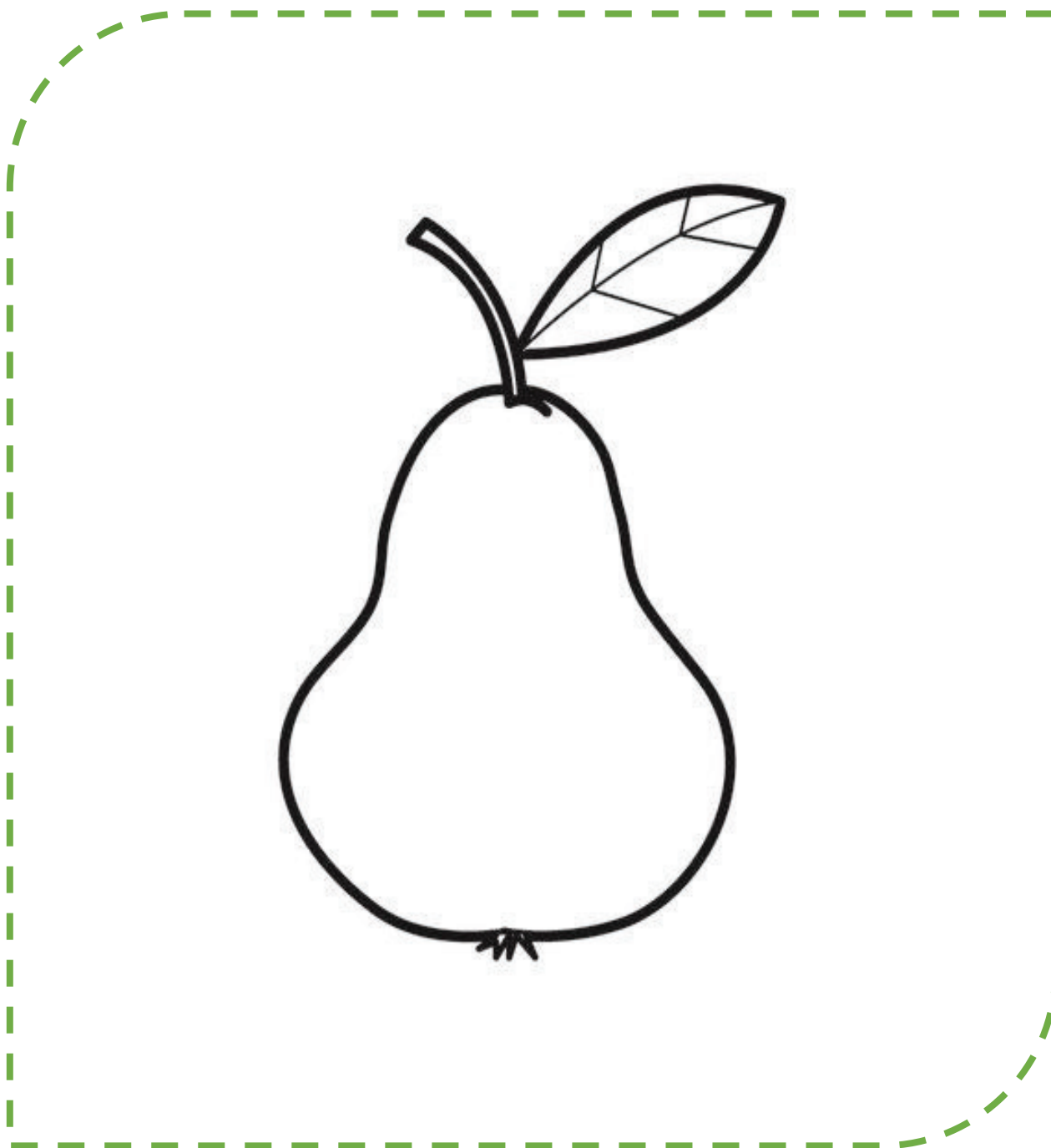
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the pear.



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

Term: 2

Periodic Unit: 2

Week: 4

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.
- Trace small letter 'p' of the English Alphabet.
- Understand and follow instructions

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 55, 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 card of the letter 'p' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'p' on the board. Tell students to follow direction to write letter 'p'.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'p'. Show some picture cards of letter 'p' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'p' on the board. Tell students to write 'p'. 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 55. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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 'p' 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 can use their magic fingers to trace the letter 'p' 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.

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

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'p'.

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

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Topic: Letter 'q'

Date:

Objective(s):

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

- Recognise small letter 'q' 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, quill, paper cut-outs, 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 '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 in the class. Show the letter card 'q' to students and tell them it is letter 'q'. 'q' for 'doll'. /q/, /q/, /q/ 'quill'. Tell the students that quills are made from bird feathers. They are used in old ages for writing.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'q'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'q' 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 'q' 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 'q' and its sound is /q/, /q/, /q/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

Second Period – Recognition

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

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

Third Period – Confirmation/Recall

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

Continue with other objects (quilt, quail, quill) 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 /q/ sound.

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 'quill', 'quail', 'queen', 'quilt'. 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 /q/.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

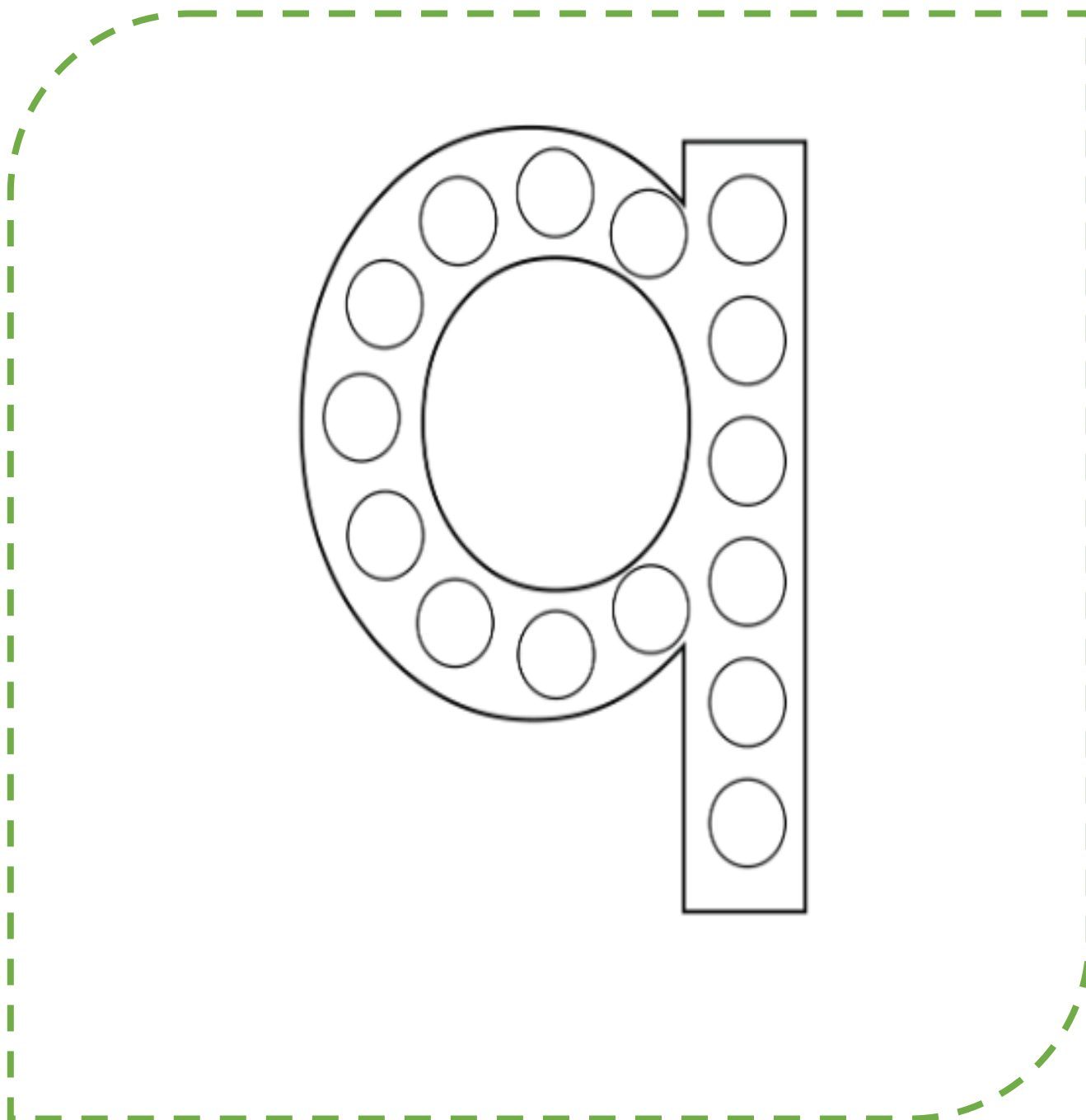
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'q'.



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

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 3

Topic: letter 'q'

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 'q' 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 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 'quill' 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 'q' 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 'quill'. Student will pick up the picture card for 'quill' 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/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 57. Read the first statement aloud. Ask students to tell what picture they can see on page 57. Note their responses. Ask them to say the name the pictures and their initial sounds four to five times. Now ask students to colour the picture that begin with letter 'q'. 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 'q' and its sound. Read the names of objects on textbook page 41 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	Pre-Primer		40 min

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐ Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

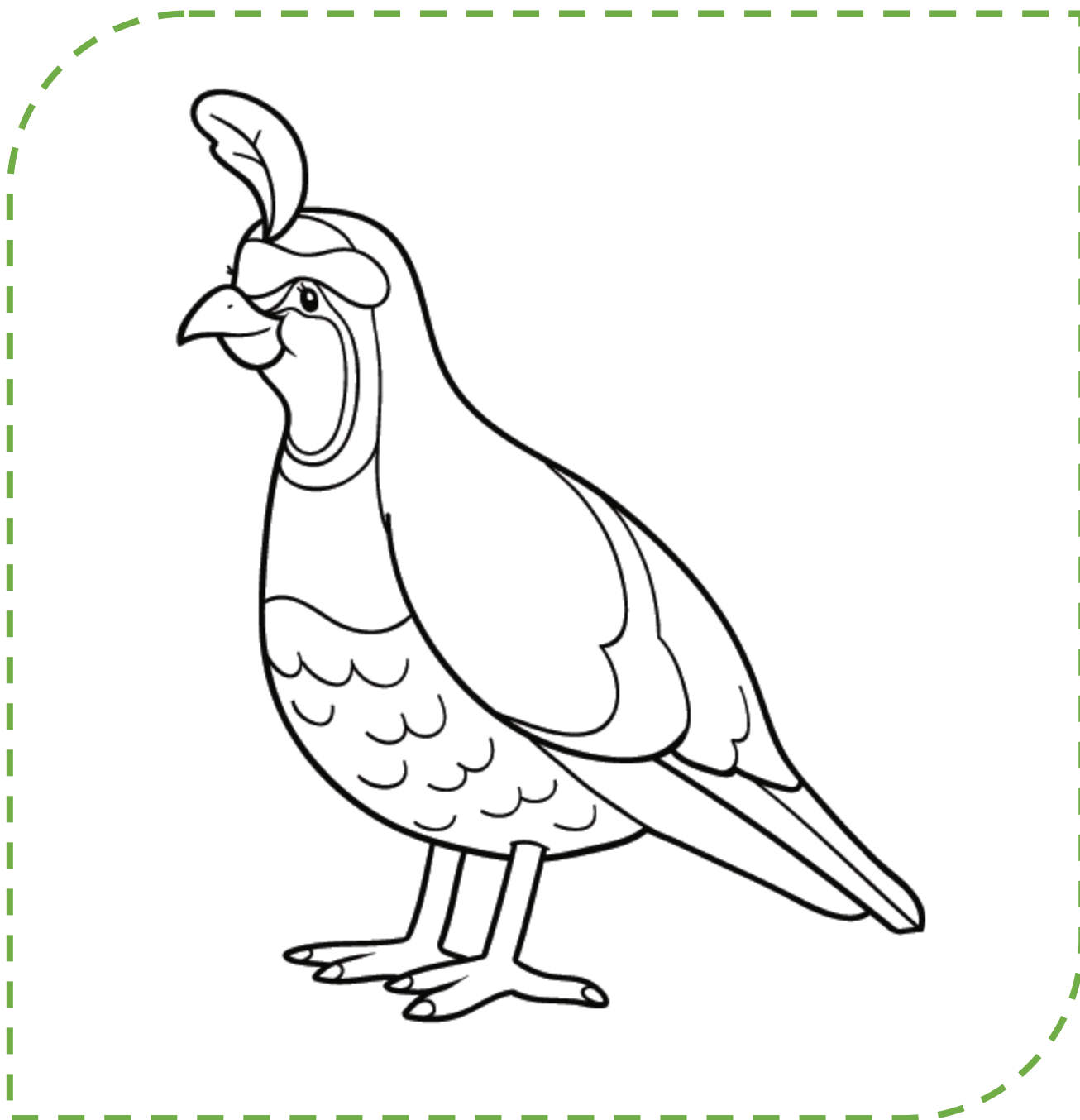
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the quail.



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

Term: 2

Periodic Unit: 2

Week: 4

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.
- Trace small letter 'q' of the English Alphabet.
- Understand and follow instructions

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 57, 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 card of the letter 'q' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'q' on the board. Tell students to write 'q', we draw a straight line on lower three lines then draw a left half circle on the top of the line.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'q'. Show some picture cards of letter 'q' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'q' on the board. Tell students to write 'q', we draw we draw a straight line on lower three lines then draw a left half circle on the top of the 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 'q' on board.

Activity:

Ask them to open their text books at page 57. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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	Pre-Primer		40 min

Assessment: (5 min)

Ask students to say the letter 'q' 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 'q' 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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'q'.

	q	q	q
q	q	q	q
	q	q	q
q	q	q	q
	q	q	q
q	q	q	q

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

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 5

Topic: Letter 'r'

Date:

Objective(s):

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

- Recognise small letter 'r' 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 and picture cards, toy rabbit, 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 '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 toy rabbit in the class. Show the letter card 'r' to students and tell them it is letter 'r'. 'r' for 'rabbit'. /r/, /r/, /r/ 'rabbit'. Tell the students that rabbit is a cute pet animal. It has fluffy fur. It live in holes.

Main Activities/Concept Building:

(25 min)

The Play Method

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. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'r' and its sound is /r/, /r/, /r/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

Second Period – Recognition

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

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

Third Period – Confirmation/Recall

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

Continue with other objects (rose, ring, rat) 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 /r/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'rabbit', 'rat', 'rose', 'ring'. 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:

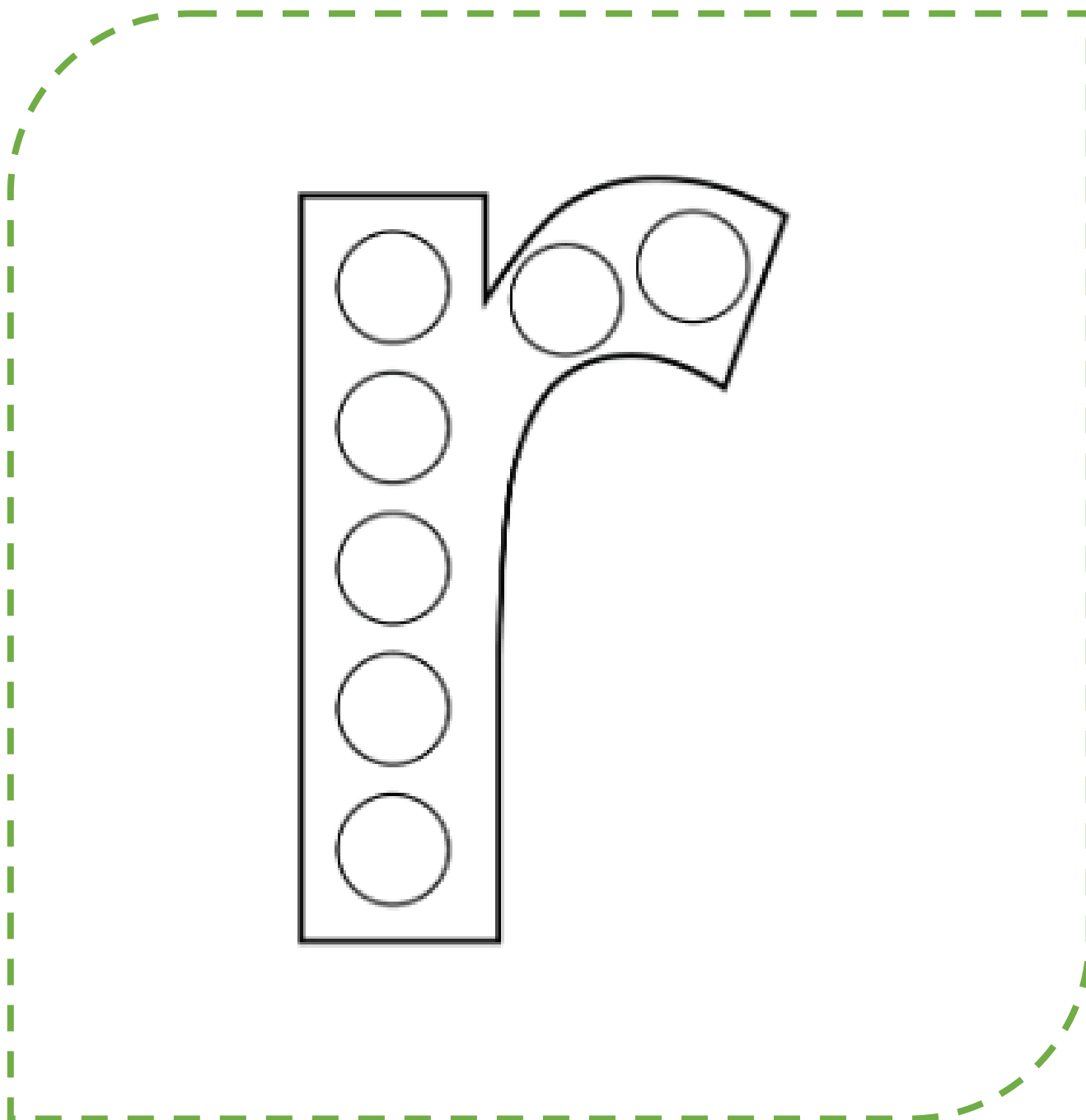
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'r'.



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

Term: 2

Periodic Unit: 2

Week: 5

Lesson Plan: 1

Topic: letter 'r'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, 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 'rabbit' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'rabbit'. Trace a big letter 'r' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'rabbit' 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. 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. 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 59. Read the first statement aloud. Ask students to tell what pictures they can see on page 59. Note their responses. Ask them to say the letter 'r' sound and name the pictures with their initial sounds. Praise them for correct answer. Tell them to match the letter 'r' with relevant pictures neatly. Ask them to follow your instruction. Appreciate them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'r' 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 /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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the rabbit.



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

Term: 2

Periodic Unit: 2

Week: 5

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.
- Trace small letter 'r' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 59, 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 card of the letter 'r' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'r' on the board. Tell students to write 'r', we draw first straight line down in middle two line, around the half hill.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'r'. Show some picture cards of letter 'r' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'r' on the board. Tell students to write 'r', we draw first straight line down in middle two line, around the half hill. 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 'r' on board.

Activity:

Ask them to open their text books at page 59. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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.

Assessment:

(5 min)

Ask students to say the letter 'r' 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 'r' 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

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

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'r'.

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

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 3

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 60, 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 'parrot' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'parrot'. Then, show a picture card of a 'nest' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'nest'. Show picture card of 'mango', 'octopus', 'queen' 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 '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 'monkey'. Student will pick up the picture card for 'monkey' 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' and 'r' and repeat the process with other students as well. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 60. Read the statement aloud. Ask students to tell what letter they can see on page 60. 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 /o/ 'olive', /r/ 'ring', /m/ 'mongo', /q/ 'quilt', /n/ 'nest', /p/ 'panda'. Ask student to say the names and initial sounds four to five times. Now ask students to match the correct letters with each other. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring the pictures 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 students to sort the cards and find one's with the initial /p/ and /q/ sound. Ask them to say the name of picture aloud. Ask students at random to write 'm', 'n', 'o', 'p' 'q' and 'r' 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	Pre-Primer		40 min

Term: 2

Periodic Unit: 2

Week: 5

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 60, buttons, 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 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' and '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)

Tell the students that today they are going to trace the letters 'm' to 'r'. Show some picture cards of letter 'm' to 'r' to students and ask them to say their names. Inform them that they are going to trace the letters on their own. Draw a big letter 'm', 'n', 'o', 'p', 'q' and 'r' on the board. Tell students that how to write each letter. 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 different letters on board.

Activity: Ask them to open their text books at page 60 Read the statement of the section "Time to Trace". 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. Hold the letter card one by one 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 letters 'm-r' on all sorts of fun places.

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	Pre-Primer		40 min

Term: 2

Periodic Unit: 2

Week:5

Lesson Plan: 5

Topic: Revision

Date:

Objective(s):

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

Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 42-60, 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 come in front of the class and read the alphabet 'a-r' aloud. Make sure to involve all the students in the activity. 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 for letters 'm-r' in class room and show it to students. Pick any card and ask students at random to say the name and its sound. Appreciated them all by clapping for their correct answers. Encourage students at random to write letter 'm', 'n', 'o', 'p', 'q' and 'r' on board. Encourage them to use correct pencil holding posture.

Activity 2: Provide given worksheet to all students and ask them to trace the letters. Ask students to say the letters and pronounce its sound aloud. 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 the worksheets.

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 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. Make sure to involve all students in the activity.

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letters.

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

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 1

Topic: Names of the fruits

Date:

Objective(s):

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

Recognise the names of the fruits.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call some students at random in front of the class. Bring picture cards of different fruits to the class and place them on the board. Ask students at random to guess the name of each fruit. Bring some seasonal fruits to the class and show them to students. Engage all students in conversation.

Main Activities/Concept Building:

(25 mins)

Ask students to share with other students about their favourite fruit. Appreciate them for their answers. Ask them to tell which fruit they like the most. Tell them that fruits are extremely healthy and beneficial. We should eat fruits regularly. Share some facts about the given fruits with students. Tell them that bananas make our bones strong. Tell them that 'an apple a day keeps the doctor away'. Ask them if they know which fruit is called the king of fruits? Note their responses. Tell them that 'mango' is the king of fruits.

Activity 1:

Tell them to open textbook page 61. Read the given statement aloud. Ask students to look at the given pictures carefully from textbook page 61. Ask students to say the names of these pictures. Read the given fruit names with their spellings aloud with correct pronunciation. Ask students to say names after you 3-4 times. Show the picture cards to students at random and ask them to say the names of fruits. Appreciate them for their correct answers.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Show a picture of any fruit to a student and ask its name. (do this with other students).

Homework:

(2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

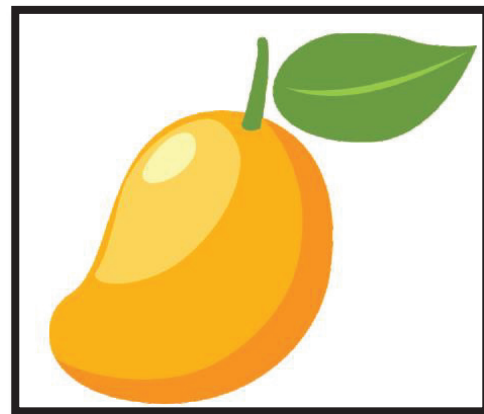
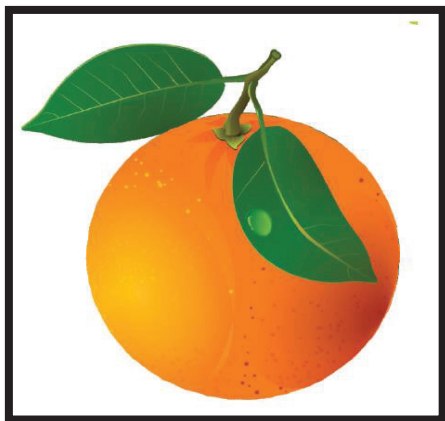
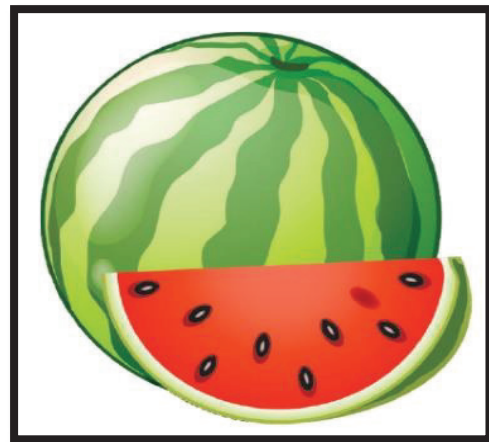
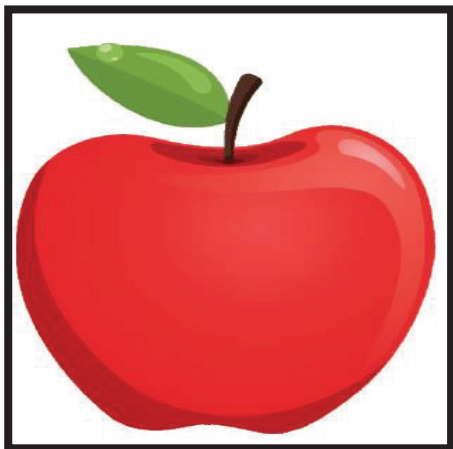
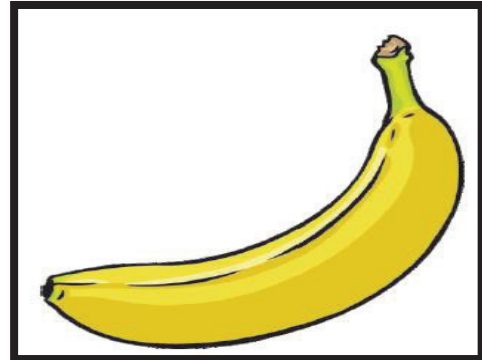
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Topic: Names of the fruits

Date:

Objective(s):

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

Recognise the names of the fruits.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell students that we are going to play a fun activity. Use colorful chart paper and write the names of fruits on chart paper. Place the chart paper pieces in a bowl and put it on the table. Say the name of any fruit of your choice. Ask a student at random to find the chart paper of the same fruit name. Appreciate them for finding the correct chart paper. Help them if need be.

Main Activities/Concept Building:

(25 mins)

Tell students to open their textbook page 61. Tell them that today they are going to learn about the names of fruit. Tell them that fruits are extremely healthy and beneficial. We should eat fruits regularly. Share some facts about the given fruits with students. Tell them that bananas make our bones strong. Tell them that 'an apple a day keeps the doctor away'. Ask them if they know which fruit is called the king of fruits? Note their responses. Tell them that 'mango' is the king of fruits.

Activity 1:

Ask students to look at the pictures carefully. Ask them to tell which fruit they like the most. Ask students to point their favourite fruit and share with other students about their favourite fruit. Appreciate them for their answers.

Activity 2:

Show a flash card of any fruit to students and ask students at random to tell its name. Do this activity with other fruits.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students to share the names of their favourite fruits.

Homework:

(2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

- Recognise small letter 's' 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 and picture cards, picture of sun, pompoms, glue, tray, sand, textbook page 62

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 of sun in the class. Show the letter card 's' to students and tell them it is letter 's'. 's' for 'sun'. /s/, /s/, /s/ 'sun'. Tell the students that sun is a planet. It is provided us light and heat. Our earth revolves around the sun.

Main Activities/Concept Building:

(25 min)

The Play Method

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. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 's' 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 's' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 62. Read the letter with sound. Tell student that this is letter 's' and its sound is /s/, /s/, /s/.

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

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (star, soap, snail) 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 /s/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'sun', 'star', 'soap', 'snail'. 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:

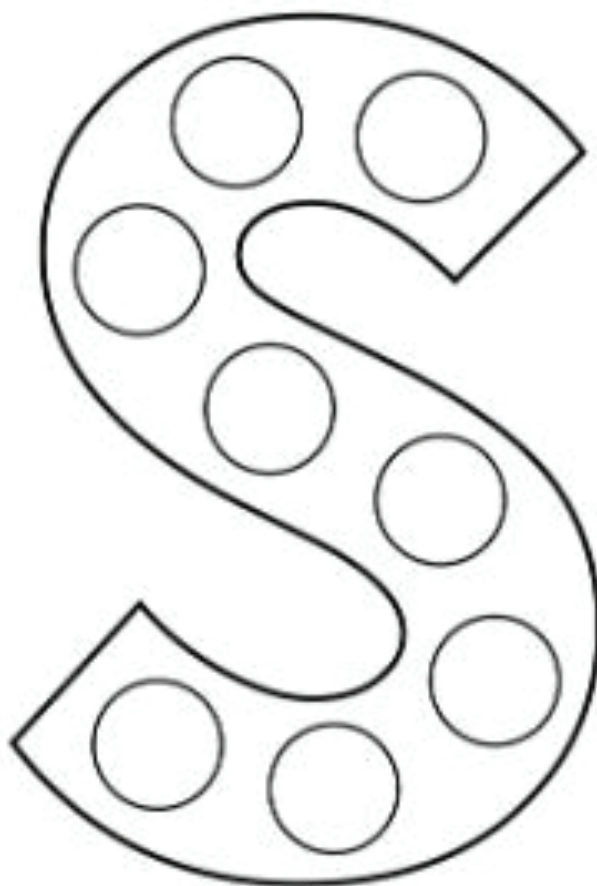
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 's'.



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

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Topic: letter 's'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, textbook page 63

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

Recite 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 'snail' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'snail'. Trace a big letter 's' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'star' 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 '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 'soap'. Student will pick up the picture card for 'soap' 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 63. Read the first statement aloud. Ask students to tell what pictures they can see on page 63. Note their responses. Now ask students to colour the objects begin with the letter 's'. Ask them to say letter 's' sound. Tell them to colour the sun and soap that begin with letter 's' neatly. Ask them to follow your instruction. Appreciate them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 's' and its sound. Read the names of objects on textbook page 62 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:

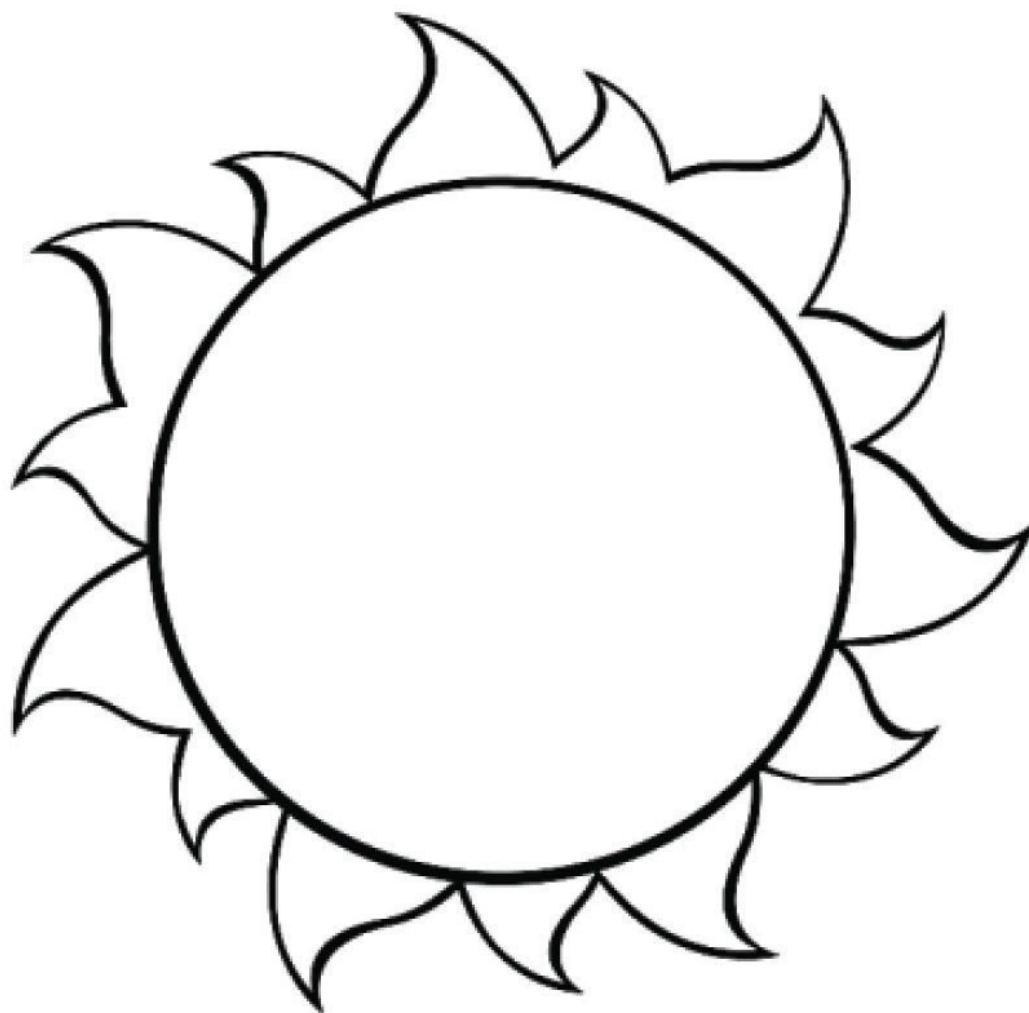
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the sun.



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

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Topic: letter 's'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 63, 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 card of the letter 's' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 's' on the board. Tell students to write 's', we start at the top, snake down and snake back around.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 's'. Show some picture cards of letter 's' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 's' on the board. Tell students to write 's', we start at the top, snake down and snake back around. 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 's' on board.

Activity:

Ask them to open their text books at page 63. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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.

Assessment:

(5 min)

Ask students to say the letter 's' 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 's' 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

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

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 's'.

The worksheet contains three identical sets of handwriting practice lines. Each set consists of a top line, a middle line, and a bottom line. The first line of each set contains four dotted uppercase 'S' characters. The first 'S' has a red arrow and the number '1' above it, indicating the starting point and direction of the stroke. The following three 'S' characters are also dotted for tracing. Below the first line of each set are two additional empty lines for independent practice.

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

- Recall how to hold, open and turn pages of a book with care.
- Recognise small letter 't' 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 train, paint, tray, sand, 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'.

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 or toy train in the class. Show the letter card 't' to students and tell them it is letter 't'. 't' for 'train'. /t/, /t/, /t/ 'train'. Tell the students that train is a popular mode of transportation. Trains are a major form of transportation worldwide.

Main Activities/Concept Building:

(25 min)

The Play Method

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 paint on letter 't' with their fingers. 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' on sand. Appreciate them by clapping for them.

Activity:

Ask students to open their textbooks at page 64. Read the letter with sound. Tell student that this is letter 't' and its sound is /t/, /t/, /t/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (tree, table, tomato) 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 /t/ sound.

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 'train', 'tree', 'table', 'tomato'. 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:

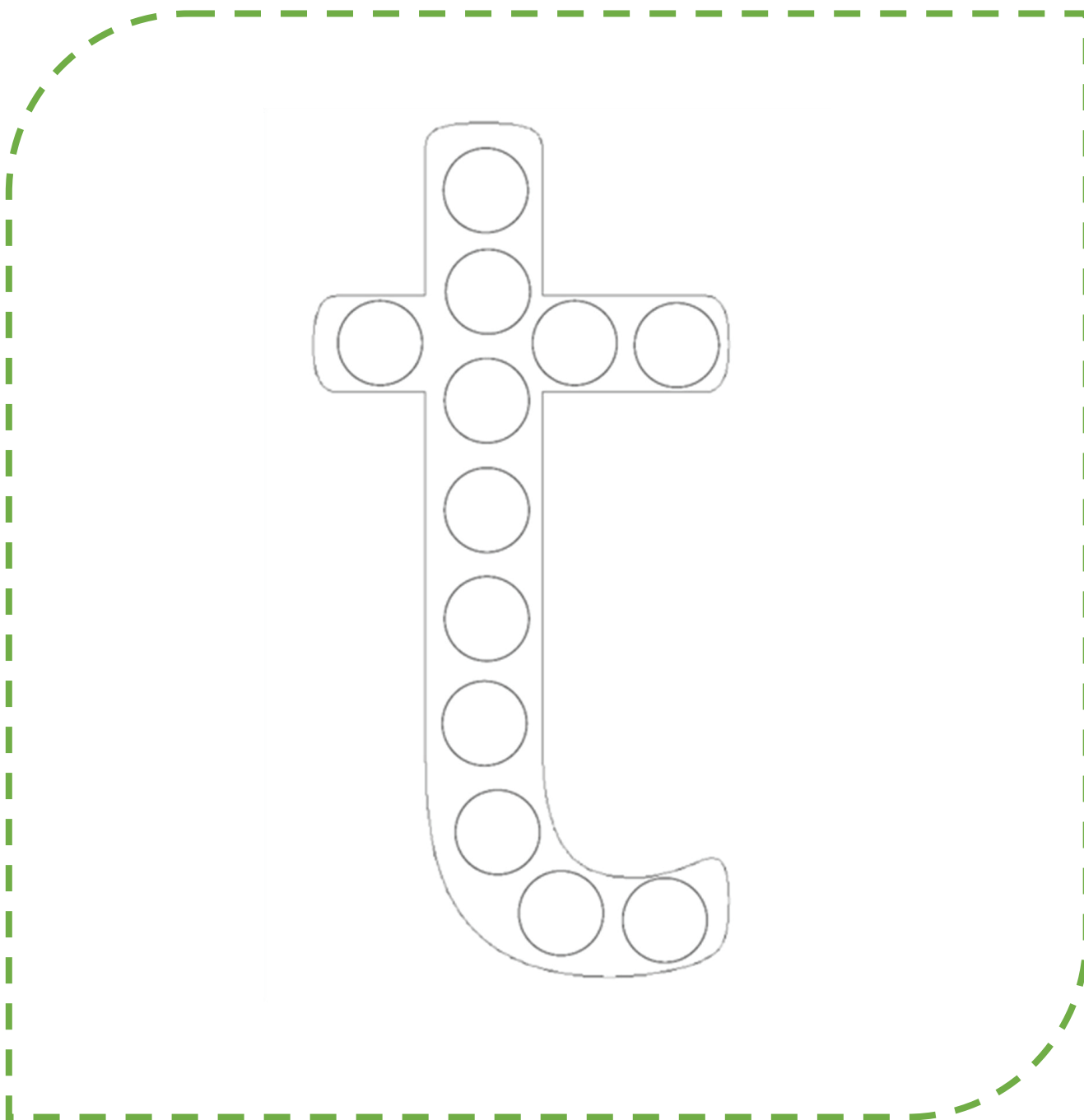
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paint with your finger on letter 't'.



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

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**
Topic: letter 't' **Date:**

Objective(s):

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

- Hold a pencil correctly.
- Match the object with small letter 't' of the English Alphabet.
- Understand and follow instructions

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, 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 to sit in a circle. Show a picture card of a 'train' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'train'. Trace a big letter 't' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'tree' 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 't' 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 'tree'. Student will pick up the picture card for tree 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 /t/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 65. Read the first statement aloud. Ask students to tell what picture they can see on page 65. Note their responses. Now ask students to match the picture of tree with letter 't'. Ask them to say letter 't' sound. Tell them to match the picture neatly. Ask them to follow your instruction. Appreciate them all for matching by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 't' and its sound. Read the names of objects on textbook page 65 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:

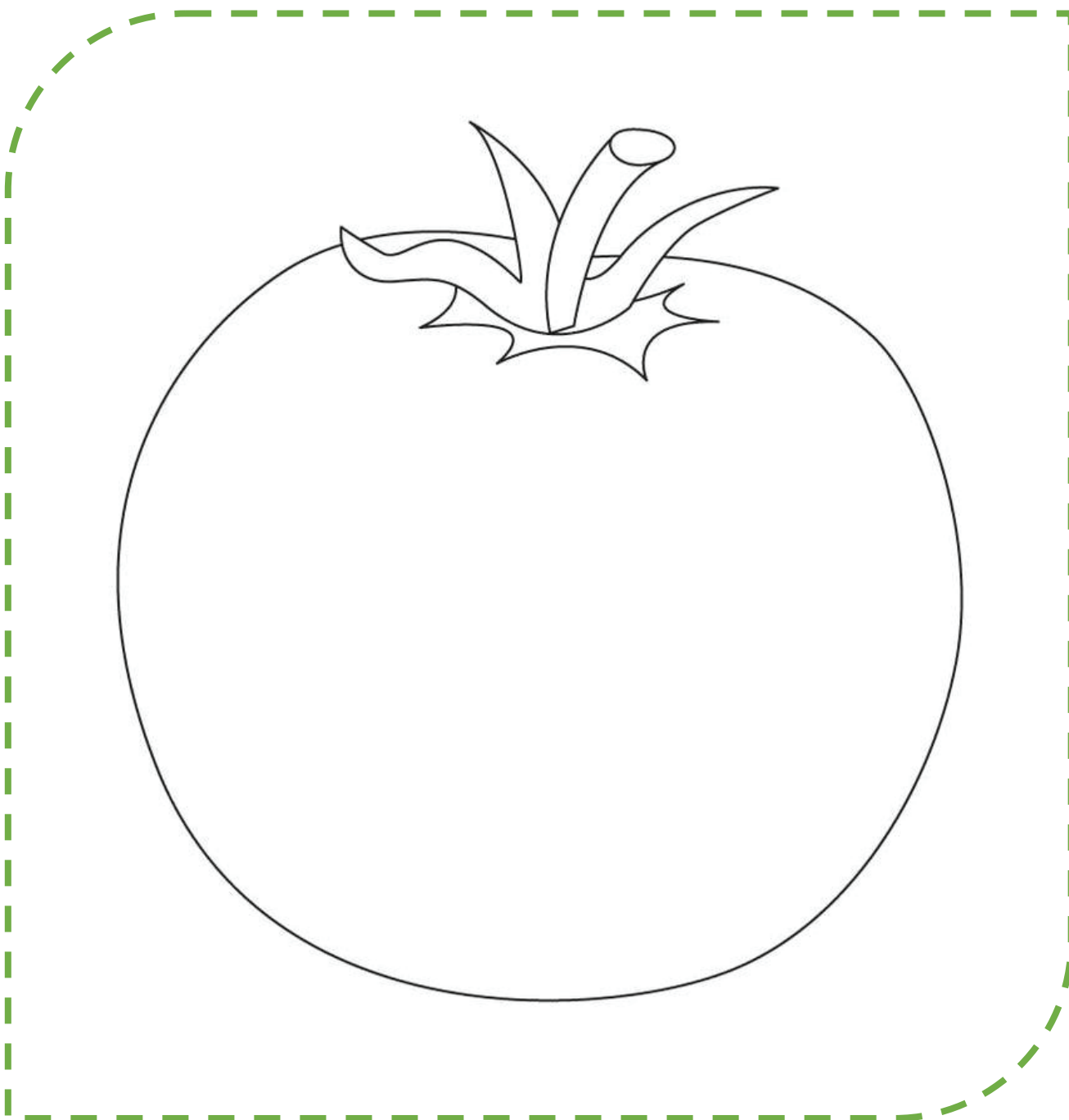
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the tomato.



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

Term: 3

Periodic Unit: 1

Week: 2

Lesson Plan: 3

Topic: letter 't'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Trace small letter 't' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 65, 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 card of the letter 't' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 't' on the board. Tell students to write 't', first straight down, up and half around right.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 't'. Show some picture cards of letter 't' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 't' on the board. Tell students to write 't' Tell students to write 't', first straight down, up and half around right. 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 't' on board.

Activity:

Ask them to open their text books at page 65. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter '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 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 letter '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.

Assessment:

(5 min)

Ask students to say the letter 't' 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

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

their magic fingers to trace the letter 't' 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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 't'.

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

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**
Topic: Seasons **Date:** _____

Objective(s):

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

Talk about the 'Season'.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Show any season (e.g. Summer) picture to students and ask them to look at the picture. Ask them to tell what they can think this picture shows. Get their responses and note them on the board. Students might say, "The sun is shining." "The house is beautiful." etc. Now ask the students to read aloud the noted sentences on the board. Make them correct where required.

Main Activities/Concept Building: (25 mins)

Tell the students that they are going to read seasons on page 66 of the textbook. Point pictures one by one and say the seasons names. Ask them to put their finger on each picture as you say. Ask each student to repeat names after you. Repeat the names until every student has learn the names. Discuss what the seasons are and what their purpose are. Tell the students to be always thankful to Allah (SWT) a He has blessed them with different seasons.

Tell them that Summer is hot season. Winter is a cold season. Spring is a pleasant season. Autumn is dry, sunny in day time and cold in night but not freezing nights.

Once again repeat all the seasons names and ask the students to follow you in chorus.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the understanding of the students by asking a few questions. You may ask:
 What have you learned today?

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**
Topic: Seasons **Date:** _____

Objective(s):

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

Talk about the 'Season'.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Sing the poem: adapted from: <http://www.kidsparkz.com/preschool-sings-seasons.html>

Spring is showery, flowery, Fun!
Summer is happy happy in the warm sun!
Autumn is slippy, drippy, nippy!
Winter is breezy, sneezy, freezy!

Ask the students what the weather they like. Is it cloudy, sunny, rainy windy, hot or cold? Ask them to use words to describe it. Tell them what the current season is and use appropriate words to describe the weather in this season.

Main Activities/Concept Building: (25 mins)

Tell the students that they are going to revise the names of season. Explain that Allah (SWT) has made four seasons for us to enjoy and take benefit from. Explain to them that we can know the season by looking at the weather and also the trees. As season change the weather changes and the trees also change.

- Look at page 66 and explain to them in summer tree has grown up. The picture shows sunny and hot weather. This is the season of summer. Summer come after spring season.
- Look at page 66 and explain that the green leaves have turned yellow. This means it is autumn in this season the weather become a little cold and it rains. The leaves gradually start to fall off the trees.
- Look at page 66 and explain that the tree has no leaves. The weather is cold, it is snowing. Explain how the cold weather doesn't allow anything to grow.
- Look at page 66 and explain that this tree has some flowers. The picture shows pleasant weather. This is the season of spring. Spring comes after a cold winter. The weather is good, not too hot and not too cold, so in this weather trees and flowers start to grow.

Once again repeat seasons names and ask the students to follow you in chorus.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the understanding of the students by asking question. You may ask: What have you learned today?

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 1**
Topic: Transport **Date:**

Objective(s):

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

Talk about the transport and related objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 67

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Bring pictures of different vehicles to the class. Show them to students. Ask students at random to say the name of any object they can see in the pictures. Note their responses. Ask other students at random to share name of any other vehicle from surrounding. Note their responses. Repeat the process five to six time and make sure to involve all students in the activity. Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about transport. Ask students at random to share the name of some modes of transport that we can found in their surroundings. Now encourage them to think of vehicles that they used in their lives. Encourage them to share the names of transport modes by taking turns.

Point to at random students one by one and ask them to say the names of any three vehicles that they see in the textbook page 67. Appreciate them for their correct answers by clapping for them.

Divide students into groups and provide them pictures of vehicles. Ask them to make a list of vehicles' pictures. Now encourage students to say the names of their collected vehicles. Help them if need be.

Sum Up:

(3 min)

Sum up the lesson by summarising the concept once again.

Assessment:

(5 min)

Draw a random picture of sky object and ask student to tell its name. 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	Pre-Primer		40 min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 2**
Topic: Transport **Date:** _____

Objective(s):

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

Talk about the transport and related objects.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 67

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

As it is continuity of the previous lesson. Make students sit in a circle. Ask students at random to say the name of any vehicle they can see in their surroundings. Note their responses. Ask other students at random to share name of any other vehicle. Repeat the process five to six time and make sure to involve all students in the activity. Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building: (27 min)

Tell students that today we are going to learn about transport. Ask students at random to share the name of some modes of transport that we can find in their surroundings. Now encourage them to think of vehicles that they used in their lives. Encourage them to share the names of transport modes by taking turns.

Ask students to open their textbooks at page 67. Read the statement. Point towards different vehicles and say the names as well. Ask students if they saw these objects in their surrounding then rise their hands. Note their responses.

Point towards random students one by one and ask them to say the names of any three vehicles that they can find in their way to school. Appreciate them for their correct answers by clapping for them.

Sum Up: (3 min)

Sum up the lesson by summarising the concept once again.

Assessment: (5 min)

Draw a random picture of road side and ask student to tell the names of vehicles they can see in it.

Appreciate them for their correct answers. Make pair of students. Ask them to share the more vehicle with each other.

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	Pre-Primer		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Topic: Letter 'u'

Date:

Objective(s):

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

- Recognise small letter 'u' 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, paper cut-outs, 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 '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 an umbrella/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 umbrellas are very useful object in rain. They protect us from rain. They are available in different colours and sizes. They are also protected us from heat.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'u'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'u' and its sound is /u/, /u/, /u/.

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

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (up, umpire, urn) 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 /u/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'umbrella', 'up', 'umpire', '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:

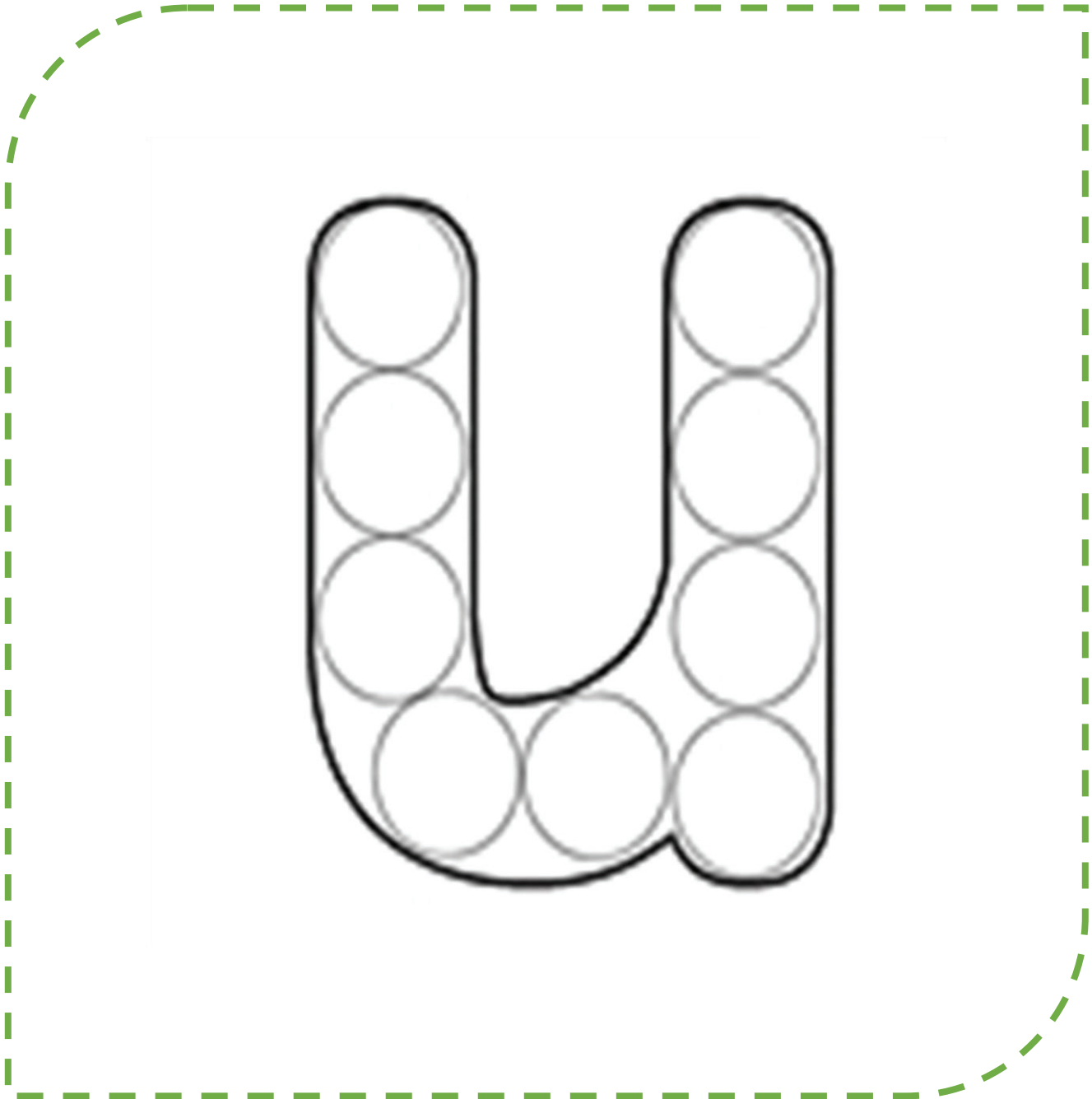
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste paper cut outs on letter 'u'.



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

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Topic: letter 'u'

Date:

Objective(s):

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

- Hold a pencil correctly.
- Colour the objects of the small letter 'u' 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 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 'umpire' 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 'u' 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 'up'. Student will pick up the picture card for 'up' 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 69. Read the first statement aloud. Ask students to tell what pictures they can see on page 69. 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 /u/ 'umbrella', /u/ 'umbrella'. Ask student to say the names and initial sounds four to five times. Now ask students to colour the umbrellas with letter 'u'. Praise them for correct answer. Ask them to follow your instruction.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'u' and its sound. Read the names of objects on textbook page 69 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.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐ Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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

Worksheet

Name: _____

Date: _____

Colour the umbrella.



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

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Topic: letter 'u'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 69, 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 card of the letter 'u' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'u' on the board. Tell students to write 'u', make a little bucket and a straight line down.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'u'. Show some picture cards of letter 'u' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'u' on the board. Tell students to write 'u', make a little bucket and a straight line down. 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 'u' on board.

Activity:

Ask them to open their text books at page 69. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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	Pre-Primer		40 min

Assessment: (5 min)

Ask students to say the letter 'u' 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 'u' 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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'u'.

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

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

Topic: Recognise letter 'v' **Date:**

Objective(s):

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

- Recognise small letter 'v' 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, paper cut-outs, 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 '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 van is a commonly used vehicle. Ask different question related to their school vans. Note their responses.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'v'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'v' and its sound is /v/, /v/, /v/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (vast, vase, van) 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 /v/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'vegetables', 'vast', 'vase', 'van'. 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:

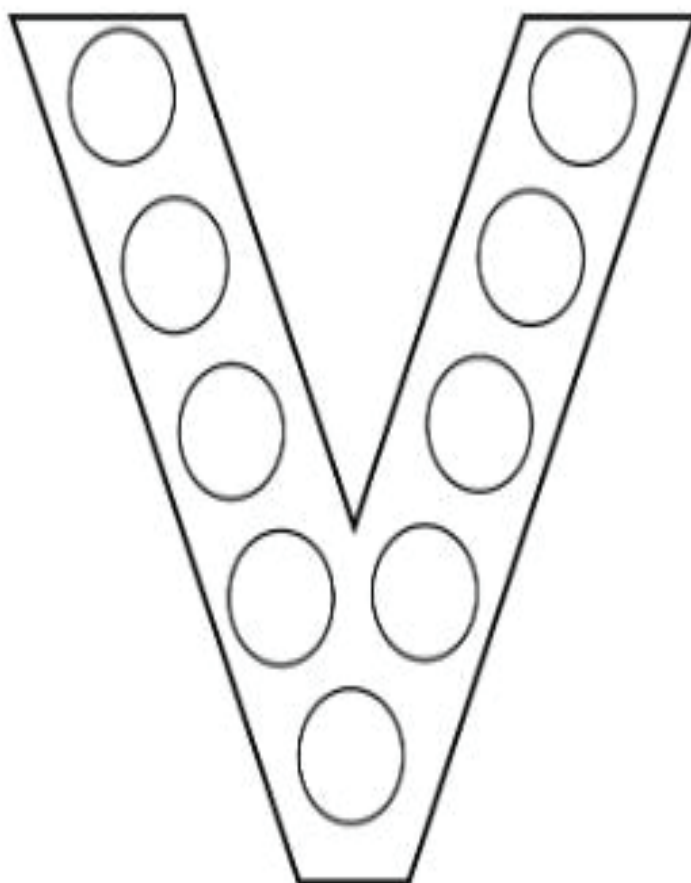
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'v'.



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

Term: 3

Periodic Unit: 1

Week: 4

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.
- Match the objects of the small letter 'v' 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 a 'vegetables' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'vegetables'. Trace a big letter 'v' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'vegetables' 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 'v' 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 'van'. Student will pick up the picture card for van 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 71. Read the first statement aloud. Ask students to tell what pictures they can see on page 71. Note their responses. Now ask students to match the letter 'v' with pictures that begin with 'v'. Ask them to say letter 'v' sound. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for matching by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'v' and its sound. Read the names of objects on textbook page 71 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.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

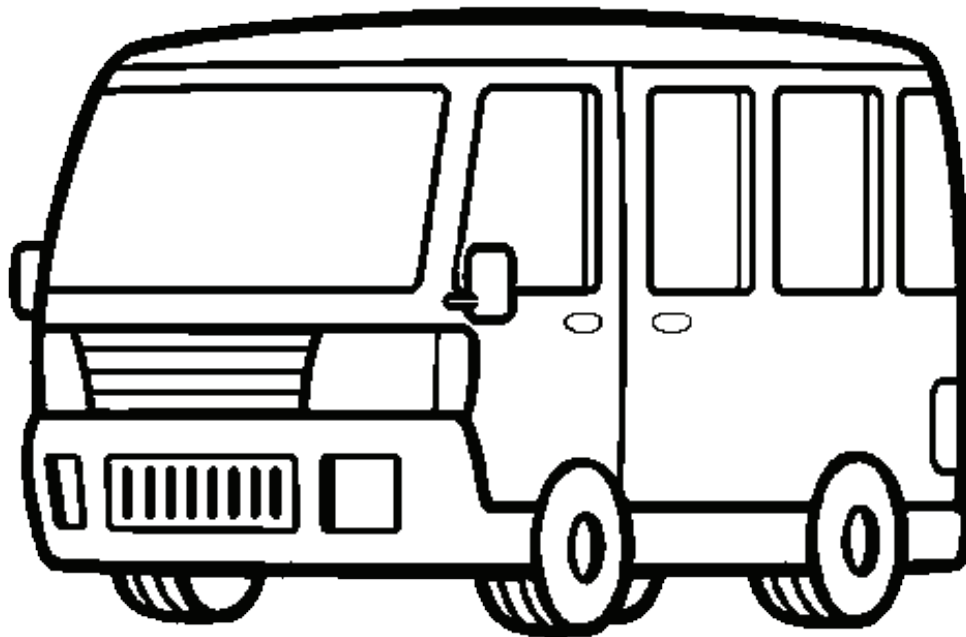
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the van.



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

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Topic: letter 'v'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 71, 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 card of the letter 'v' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'v' on the board. Tell students to follow direction to write letter 'v', draw a slanted line down and a slanted line up.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'v'. Show some picture cards of letter 'v' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'v' on the board. Tell students to write 'v', draw a slanted line down and a slanted line 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 'v' on board.

Activity:

Ask them to open their text books at page 71. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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 'v' 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 can use their magic fingers to trace the letter 'v' 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.

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

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'v'.

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

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 4

Topic: Letter 'w'

Date:

Objective(s):

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

- Recognise small letter 'w' 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 card, picture of a well, paper cut-outs, 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 '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 a picture of a well in the class. Show the letter card 'w' to students and tell them it is letter 'w'. 'w' for 'well'. /w/, /w/, /w/ 'well'. Tell the students that wells are used for water in villages. A well is a hole that is dug into the Earth to get a fluid. Mostly wells are made to get water.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'w'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'w' 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 'w' 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 'w' and its sound is /w/, /w/, /w/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (watermelon, watch, wall) 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 /w/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'well', 'wall', 'watch', '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:

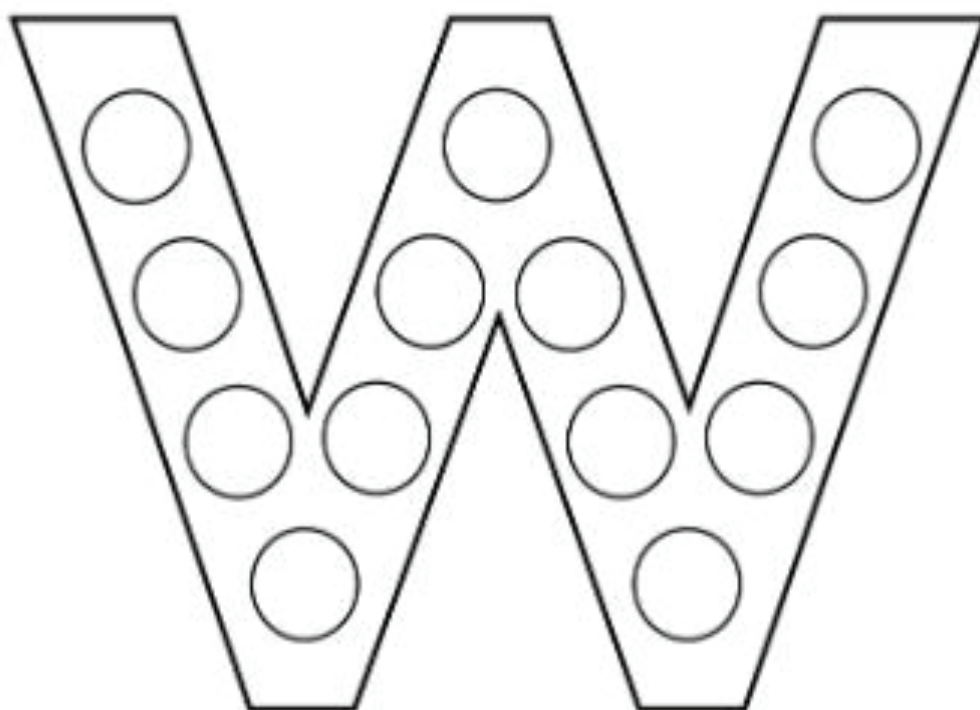
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'w'.



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

Term: 3

Periodic Unit: 1

Week: 4

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.
- Circle the objects of the small letter 'w' 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 picture card of a 'well' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'well'. Trace a big letter 'w' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'well' 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 'w' 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 'well'. Student will pick up the picture card for 'well' 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/. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 73. Read the first statement aloud. Ask students to tell what letters they can see on page 73. Note their responses. Ask them to say the letters four to five times. Now ask students to circle the small letter 'w'. Ask them to follow your instruction. Appreciate them all for circling by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'w' and its sound. Read the names of objects on textbook page 73 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.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

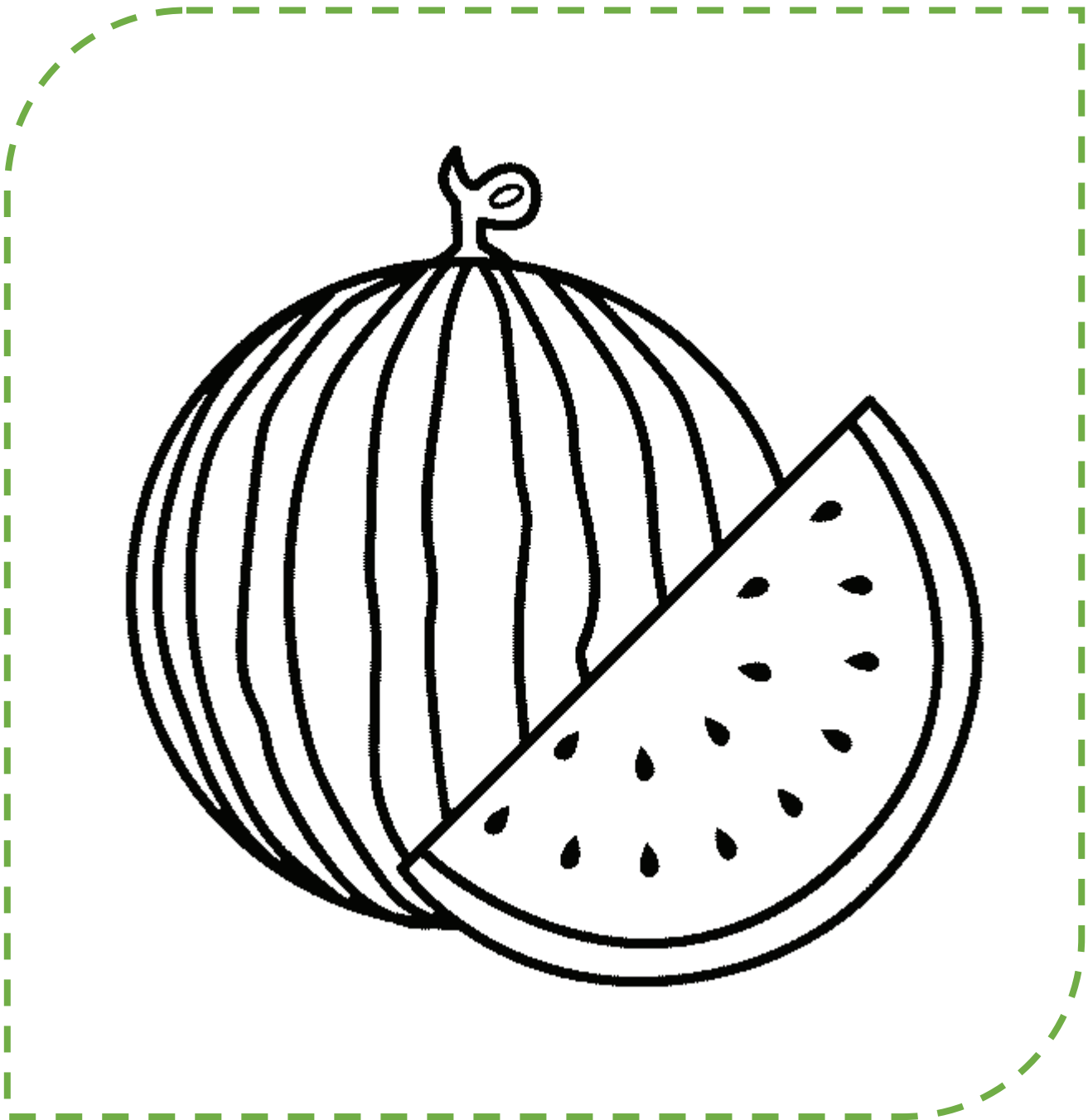
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the watermelon.



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

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 1

Topic: letter 'w'

Date:

Objective(s):

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

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

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 73, 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 card of the letter 'w' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'w' on the board. Tell students to write 'w', we draw slanted line down and slanted line up, again draw a slanted line down and slanted line up.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'w'. Show some picture cards of letter 'w' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'w' on the board. Tell students to write 'w', we draw we draw a slanted line down and slanted line up, again draw a slanted line down and slanted line up. 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 'w' on board.

Activity:

Ask them to open their text books at page 73. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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.

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

Assessment: (5 min)

Ask students to say the letter 'w' 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 can use their magic fingers to trace the letter 'w' 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:

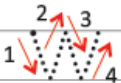
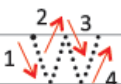
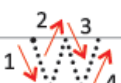
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'w'.

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

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**
Topic: Poem Recitation **Date:** _____

Objective(s):

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

Recite poem with action. (Two little birds)

Resource Material:

Chalk/Marker, White/Blackboard, Poem (two little birds)

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite 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 picture card of two birds to the class and paste it on the board. Ask students to look and guess the picture. Ask them whether they are birds or animals?

Main Activities/Concept Building:

(27 mins)

Tell students that today we are going to read a poem 'Two little birds'.

Activity 1: Poem Recitation

Read the title of the poem aloud. (poem provided at the end of the lesson)

Read the first two lines of the poem with correct pronunciation and intonation, and have students follow and repeat. Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions. Have them enjoy reading the poem. Tell the actions of the poem and ask students to copy them while reading the poem.

Actions:

Pretend to be bird by expanding your arms. Ask students to do the same actions. Now start reading the poem again and ask students repeat after you by doing the action of a flying bird. Now with you hand gestures ask any random student to come by calling him/her Peter or Paul and the ask him to fly. Repeat with the other students.

Sum Up:

(3 mins)

Summarise the key concepts with your students by reciting poem again.

Assessment:

(5 mins)

Ask any student to recite the poem.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Poem

Two little Birds

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

Look, there goes Peter

Look, there goes Paul

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

Term: 3

Periodic Unit: 1

Week: 5

Lesson Plan: 3

Topic: Poem Recitation

Date:

Objective(s):

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

Recite poem with action. (Two little birds)

Resource Material:

Chalk/Marker, White/Blackboard, Poem (two little birds)

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask them to say the two lines of the poem they have read in their previous class. Praise them for their correct responses.

Main Activities/Concept Building:

(27 mins)

Tell students that today we are going to read a poem 'Two little birds'.

Activity 1: Poem Recitation

Read the title of the poem aloud. Read the complete poem line by line with correct pronunciation and intonation, and have students follow and repeat. Discuss the meaning of words that they may not know. Have students read aloud the poem with correct actions. Have them enjoy reading the poem. Tell the actions of the poem and ask students to copy them while reading the poem.

Actions:

Pretend to be bird by expanding your arms. Ask students to do the same actions. Now start reading the poem again and ask students repeat after you by doing the action of a flying bird. Now with you hand gestures ask any random student to come by calling him/her Peter or Paul and the ask him to fly. Repeat with the other students.

Sum Up:

(3 mins)

Summarise the key concepts with your students by reciting poem again.

Assessment:

(5 mins)

Ask any student to recite the poem.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3

Periodic Unit: 1

Week:5

Lesson Plan: 4

Topic: Revision

Date:

Objective(s):

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

Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 60-73, 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 come in front of the class and read the alphabet 'a-s' aloud. Make sure to involve all the students in the activity. 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 for letters 's-w' in class room and show it to students. Pick any card and ask students at random to say the name and its sound. Appreciated them all by clapping for their correct answers. Encourage students at random to write letter 's', 't', 'u', 'v', and 'w' on board. Encourage them to use correct pencil holding posture.

Activity 2: Provide given worksheet to all students and ask them to match the letters with pictures. Ask students to say the letters and pronounce its sound aloud. Help them to grip their pencil and guide them by pointing to the pictures with letter sounds. Instruct them to follow the sequence to match the letters given on the worksheets.

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. Make sure to involve all students in the activity.

Homework:

(2 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

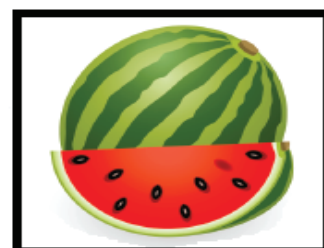
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Match the pictures with the letters.



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

Term: 3

Periodic Unit: 1

Week:5

Lesson Plan: 5

Topic: Revision

Date:

Objective(s):

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

Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 61-73, 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 come in front of the class and read the alphabet 'a-w' aloud. Make sure to involve all the students in the activity. 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 for letters 's-w' in class room and show it to students. Pick any card and ask students at random to say the name and its sound. Appreciated them all by clapping for their correct answers. Encourage students at random to write letter 's', 't', 'u', 'v', and 'w' on board. Encourage them to use correct pencil holding posture.

Activity 2: Provide given worksheet to all students and ask them to trace the letters. Ask students to say the letters and pronounce its sound aloud. 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 the worksheets.

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 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. Make sure to involve all students in the activity.

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letters.

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

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Topic: Letter 'x'

Date:

Objective(s):

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

- Recognise small letter 'x' 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 and picture cards, picture of x-ray, 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 '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 picture of 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 very useful objects in the field of medical.

Main Activities/Concept Building:

(25 min)

The Play Method

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. Tell them that we should listen attentively when someone is talking. We should wait for our turn and not interrupt others.

Cooperative Learning

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'x' 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 'x' 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 'x' and its sound is /x/, /x/, /x/.

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

Three Period Lesson Technique

First Period – Introduction /Naming Period

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.

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (box, ox, fox) 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 /x/ sound.

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.

Assessment:

(5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'x-ray', 'box', 'ox', 'fox'. 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:

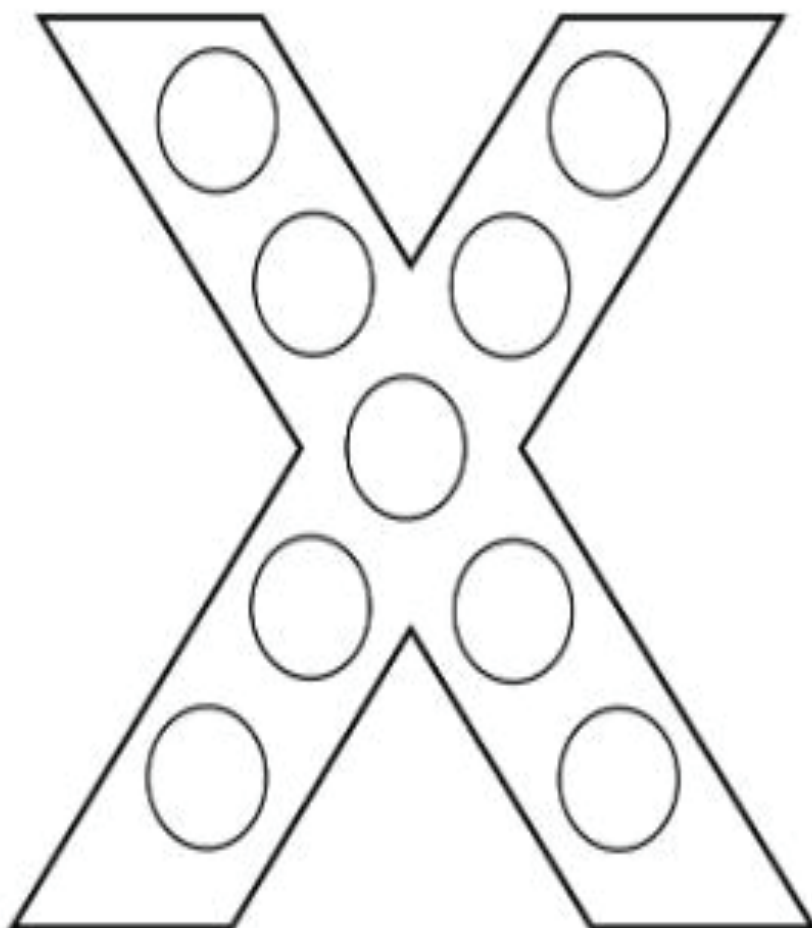
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste pompom on letter 'x'.



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

Term: 3

Periodic Unit: 2

Week: 1

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 the objects with the small letter 'x' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, 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 'box' to students and ask them to tell what is this.

Note their responses. Ask them to say the ending letter sound for 'box'. Trace a big letter 'x' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'ox' 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 'x' 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 'fox'. Student will pick up the picture card for 'fox' 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 75. Read the first statement aloud. Ask students to tell what pictures they can see on page 75. Note their responses. Now ask students to match the objects begin with the letter 'x'. Ask them to say letter 'x' sound. Tell them to match letter 'x' with the x-ray and fox that begin with it. Ask them to follow your instruction. Appreciate them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'x' and its sound. Read the names of objects on textbook page 74 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.

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

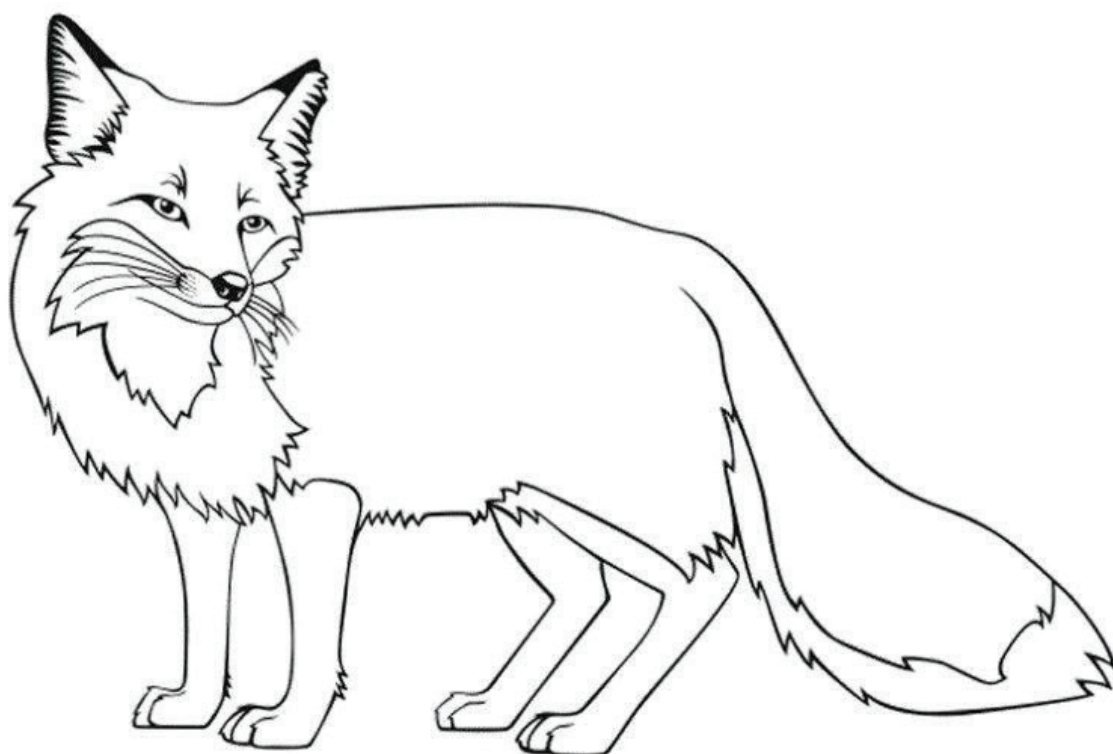
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the fox.



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

Term: 3

Periodic Unit: 2

Week: 1

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 small letter 'x' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 75, 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 card of the letter 'x' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'x' on the board. Tell students to write 'x', we draw a slanted line down and slanted line across the first line.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'x'. Show some picture cards of letter 'x' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'x' on the board. Tell students to write 'x', we draw a slanted line down and slanted line across the first 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 'x' on board.

Activity:

Ask them to open their text books at page 75. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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.

Assessment:

(5 min)

Ask students to say the letter 'x' 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 'x' 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

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

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'x'.

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

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Topic: Letter 'y'

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 small letter 'y' 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 yolk, paint, 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 '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 picture of yolk in the class. Show the letter card 'y' to students and tell them it is letter 'y'. 'y' for 'yolk'. /y/, /y/, /y/ 'yolk'. Tell the students that yolk is the yellow part of an egg.

Main Activities/Concept Building:

(25 min)

The Play Method

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 paint on letter 'y' with their fingers. 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter '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' 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 'y' and its sound is /y/, /y/, /y/.

Three Period Lesson Technique

First Period – Introduction /Naming Period

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

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

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (yogurt, yoyo, yoke) 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 /y/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'yolk', 'yoke', 'yogurt', 'yoyo'. 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:

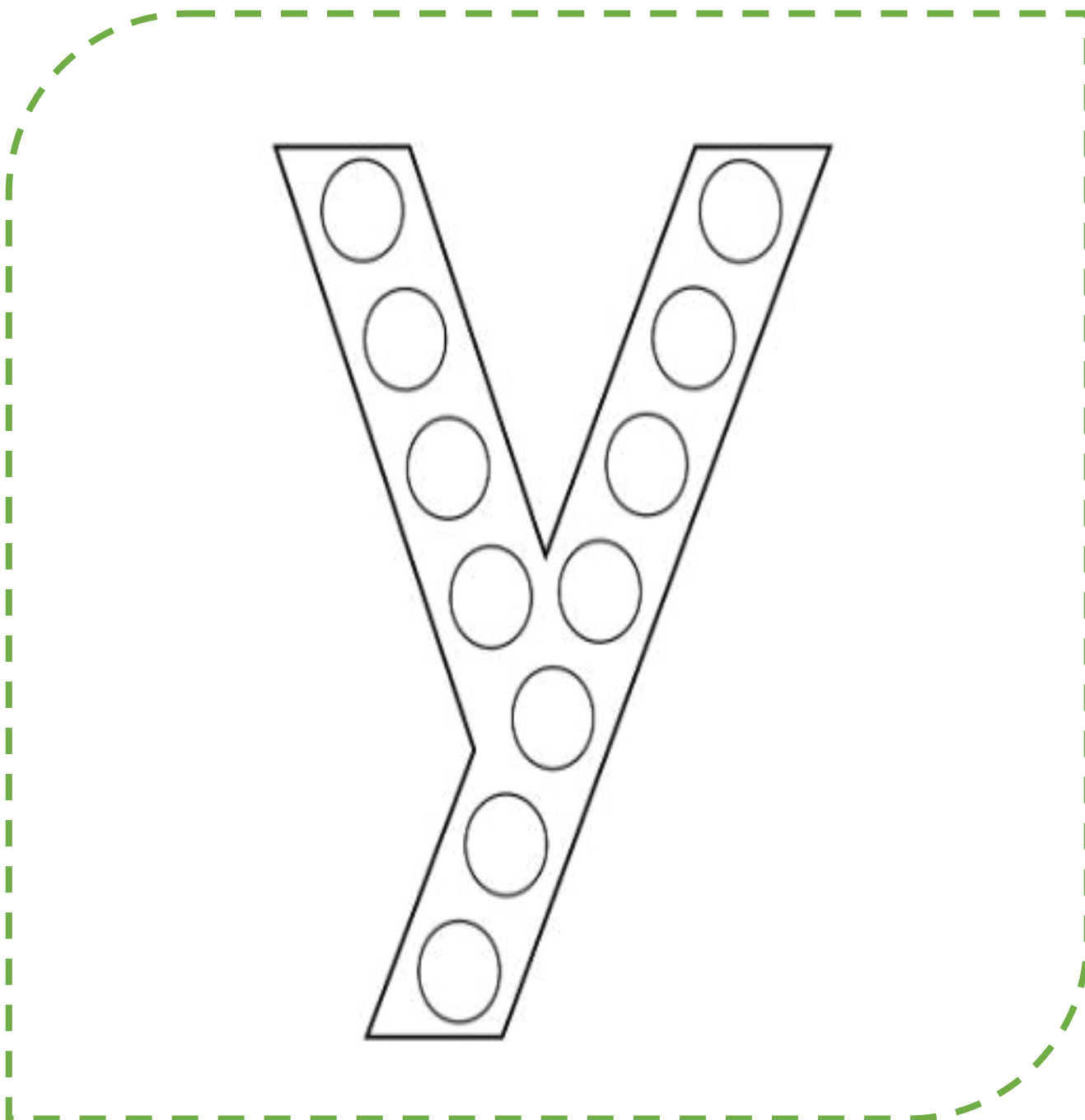
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paint with your finger on letter 'y'.



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

Term: 3

Periodic Unit: 2

Week: 1

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 object with small letter 'y' of the English Alphabet.
- Understand and follow instructions

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, letter card, soft toy, 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 'yolk' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'yolk'. Trace a big letter 'y' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'yoyo' 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 'y' 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 'yogurt'. Student will pick up the picture card for yogurt 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 77. Read the first statement aloud. Ask students to tell what picture they can see on page 77. Note their responses. Now ask students to colour the pictures that begin with letter 'y'. Ask them to say letter 'y' sound. Tell them to colour the pictures neatly. Ask them to follow your instruction. Appreciate them all for matching by clapping for them to boost their confidence.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'y' and its sound. 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 /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:

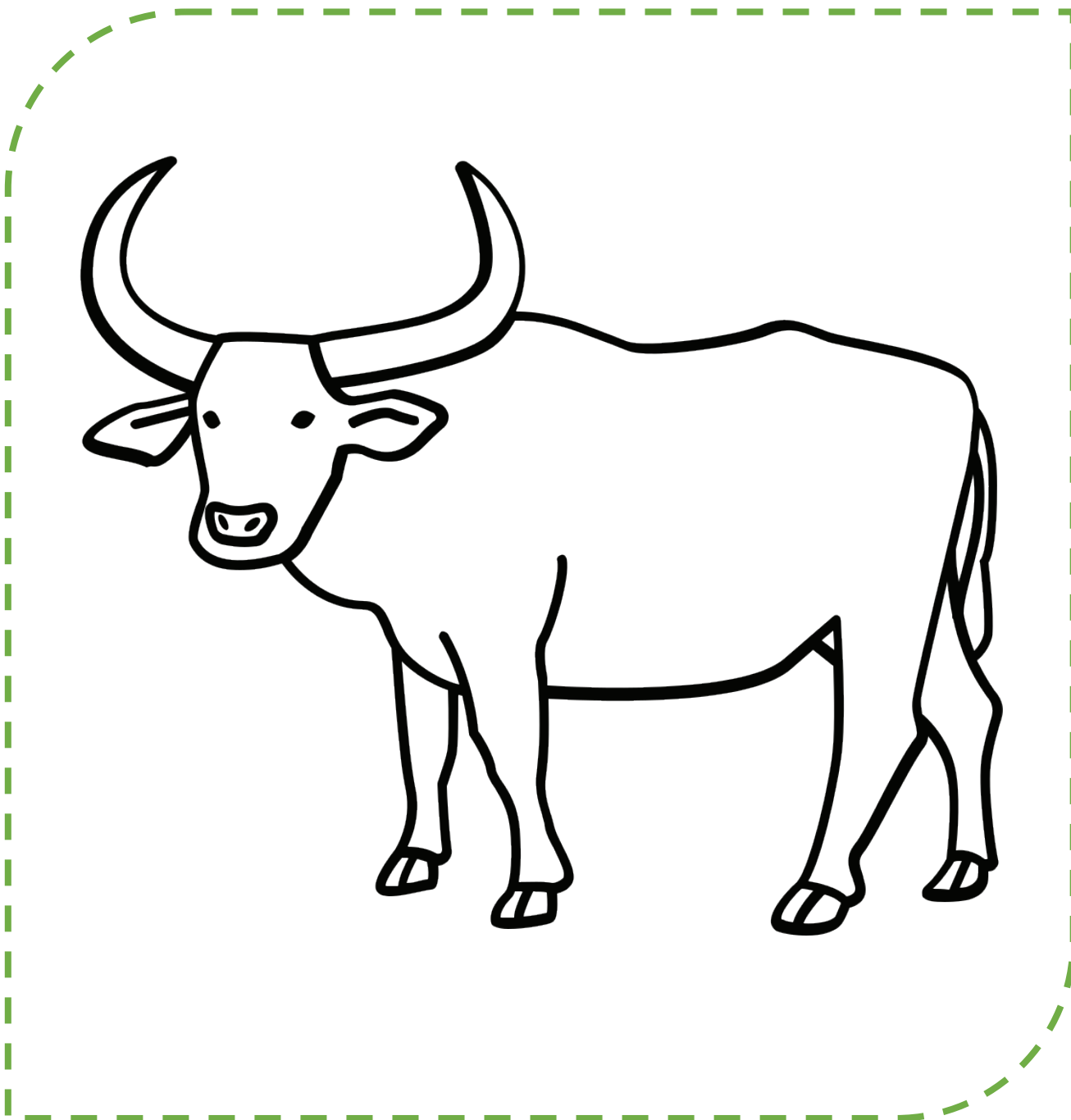
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the yoke.



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

Term: 3

Periodic Unit: 2

Week: 2

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 small letter 'y' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 77, 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 card of the letter 'y' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'y' on the board. Tell students to write 'y', we draw a slanted line down and little slanted line over.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'y'. Show some picture cards of letter 'y' to students and ask them to say their names. Inform them that they are going to trace the letter on their own. Draw a big letter 'y' on the board. Tell students to write 'y' Tell students to write 'y', we draw a slanted line down and little slanted line over. 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 'y' on board.

Activity:

Ask them to open their text books at page 77. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace and write letter '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 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 letter '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.

Assessment:

(5 min)

Ask students to say the letter 'y' 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 'y' 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

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

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letter 'y'.

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

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Topic: Letter 'z'

Date:

Objective(s):

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

- Recognise small letter 'z' 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, zip, paper cut-outs, 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 '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 zip in the class. Show the letter card 'z' to students and tell them it is letter 'z'. 'z' for 'zip'. /z/, /z/, /z/ 'zip'. Tell the students that zips can be used in making pouches, bags, dressmaking, cushions and lots more.

Main Activities/Concept Building:

(25 min)

The Play Method

Activity:

Tell students that they are going to play a fun activity. Give students worksheet. Ask students to paste paper cut-outs on letter 'z'. Ask them to paste paper cut-outs 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

Activity:

Gather students around the table. Bring a tray full of sand and place it on the table. Draw a letter 'z' 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 'z' 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 'z' and its sound is /z/, /z/, /z/.

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

Three Period Lesson Technique

First Period – Introduction /Naming Period

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.

Second Period – Recognition

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

Third Period – Confirmation/Recall

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

Continue with other objects (zip, zigzag, zebra) 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 /z/ sound.

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.

Assessment: (5 min)

Play the game 'Guess who I am' with students. Bring picture cards of 'zip', 'zigzag', 'zebra'. 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:

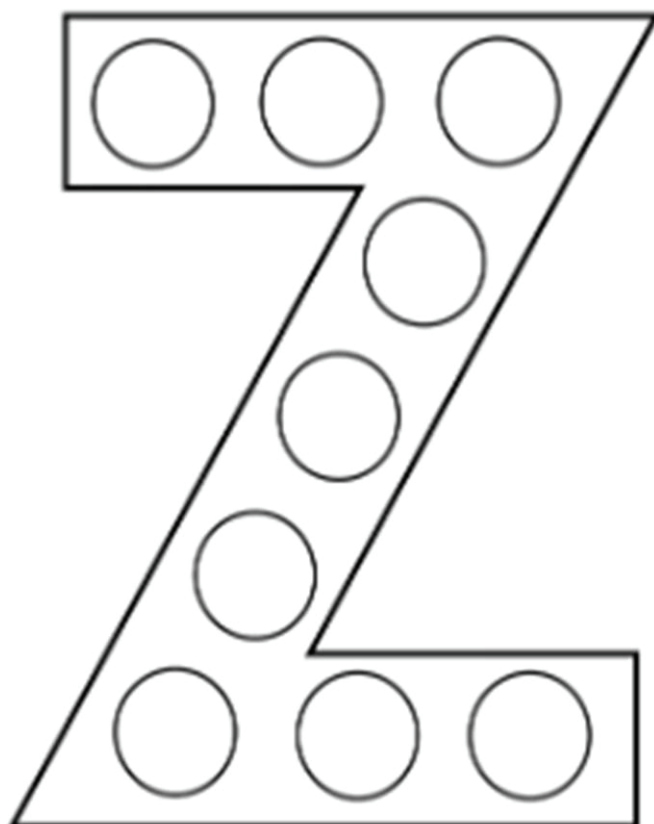
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Paste paper cut outs on letter 'z'.



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

Term: 3

Periodic Unit: 2

Week: 2

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.
- Match the objects of the small letter 'z' 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 an 'zebra' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'zebra'. Trace a big letter 'z' on board. Ask students and random to say the alphabet and its sound aloud. Show picture card of 'zip' 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 'z' 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 'zigzag'. Student will pick up the picture card for 'zigzag' 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 79. Read the first statement aloud. Ask students to tell what pictures they can see on page 79. 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 /z/ 'zoo', /z/ 'zebra'. Ask student to say the names and initial sounds four to five times. Now ask students to match the letter 'z' with pictures that begin with it. Praise them for correct answer. Ask them to follow your instruction.

Sum Up:

(3 min)

Sum up the lesson by repeating the alphabet 'z' and its sound. Read the names of objects on textbook page 78-79 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.

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

Homework:

(2 min)

Complete the given worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐ Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

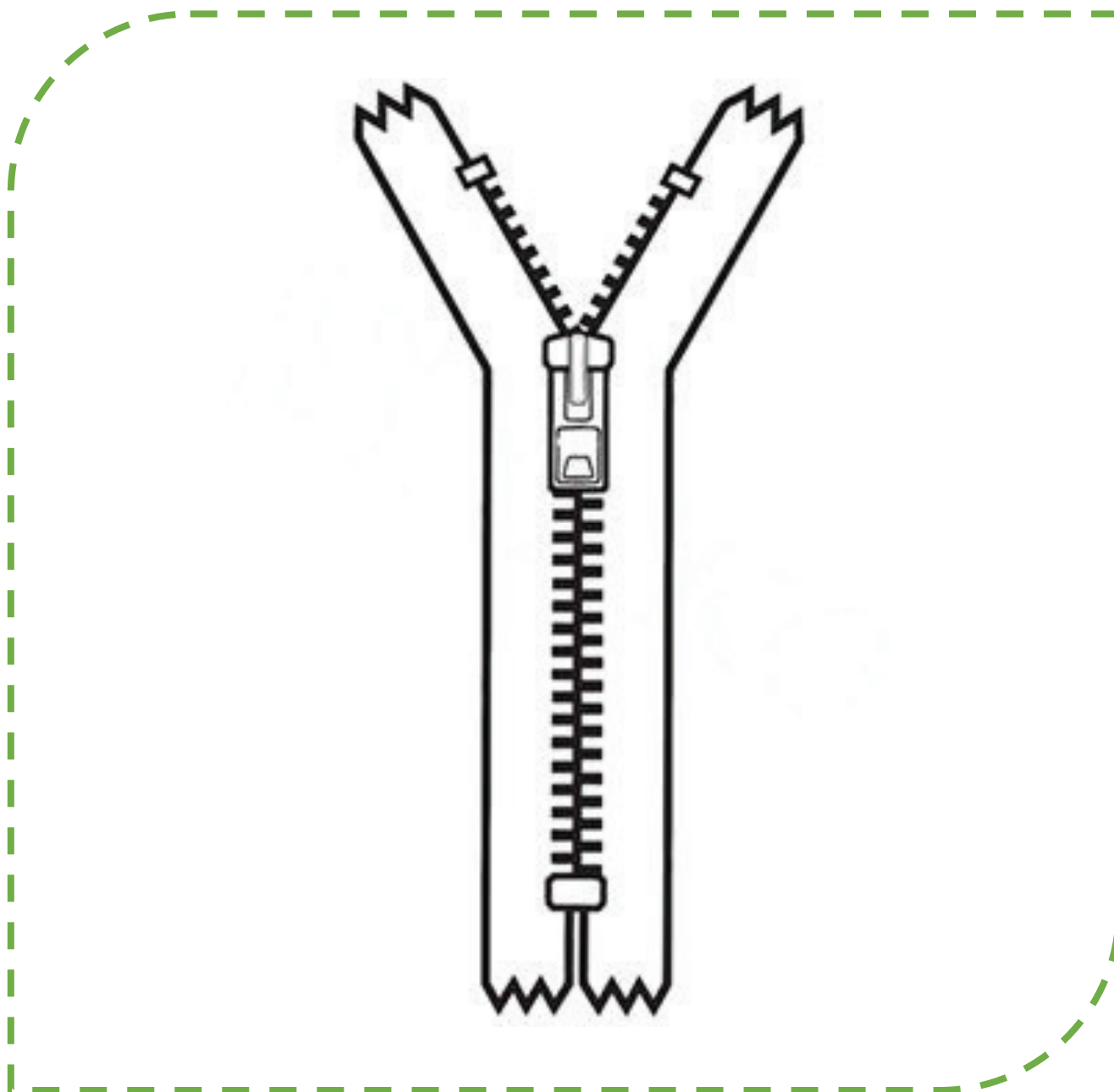
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Colour the zip.



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

Term: 3

Periodic Unit: 2

Week: 2

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 small letter 'z' of the English Alphabet.
- Understand and follow instructions.

Resource Material:

Chalk/Marker, White/Blackboard, letter card, textbook page 79, 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 card of the letter 'z' in the class and paste them on the board. Ask the students to name it and pronounce its sound. Draw big letter 'z' on the board. Trace the letter "z" and tell them to draw a straight line over, slanted line down and straight line over again.

Main Activities/Concept Building:

(25 min)

Tell the students that today they are going to trace the letter 'z'. Show some picture cards of letter 'z' to students and ask them to say their names. Inform them that they are going to trace the letter on their own.

Draw a big letter 'z' on the board. Tell students to write 'z', we draw a straight line over, slanted line down and straight line over again. 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 'z' on board.

Activity:

Ask them to open their text books at page 79. Read the statement of the section "Time to Trace". Ask students to say the letter and pronounce its sound aloud. Tell them that they are going to trace letter '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 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 letter '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	Pre-Primer		40 min

Assessment: (5 min)

Ask students to say the letter 'z' 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 'z' 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	Pre-Primer		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson Plan: 5

Topic: Revision

Date:

Objective(s):

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

Revision

Resource Material:

Chalk/Marker, White/Blackboard, textbook pages 74-80, 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 come in front of the class and read the alphabet 'a-z' aloud. Make sure to involve all the students in the activity. 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 for letters 'x-z' in class room and show it to students. Pick any card and ask students at random to say the name and its sound. Appreciated them all by clapping for their correct answers. Encourage students at random to write letter 'x', 'y', and 'z' on board. Encourage them to use correct pencil holding posture.

Activity 2: Provide given worksheet to all students and ask them to match the letters with pictures. Ask students to say the letters and pronounce its sound aloud. Help them to grip their pencil and guide them by pointing to the pictures with letter sounds. Instruct them to follow the sequence to match the letters given on the worksheets.

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. Make sure to involve all students in the activity.

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Match the pictures with the letters.

X



y



Z



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

Term: 3

Periodic Unit: 2

Week:3

Lesson Plan: 1

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 74-80, 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 come in front of the class and read the alphabet 'a-z' aloud. Make sure to involve all the students in the activity. 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 for letters 'a-z' in class room and show it to students. Pick any card and ask students at random to say the name and its sound. Appreciated them all by clapping for their correct answers. Encourage students at random to write letter 'x', 'y', 'z' on board. Encourage them to use correct pencil holding posture.

Activity 2: Provide given worksheet to all students and ask them to trace the letters. Ask students to say the letters and pronounce its sound aloud. 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 the worksheets.

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 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. Make sure to involve all students in the activity.

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	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Trace letters.

x y z	x y z
x y z	x y z
x y z	x y z
x y z	x y z
x y z	x y z
x y z	x y z

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

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 2

Topic: Review

Date:

Objective(s):

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

Review 4

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 80, 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 '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 'umbrella' to students and ask them to tell what is this. Note their responses. Ask them to say the initial letter sound for 'umbrella'. Show picture card of 'train', 'van', 'window', 'x-ray' 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 'v' 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 'van'. Student will pick up the picture card for 'van' 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', 'x', 'y' and 'z' and repeat the process with other students as well. Praise them for their correct answers.

Activity: Ask students to open their textbooks at page 80. Read the statement aloud. Ask students to tell what letter they can see on page 80. 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 /u/ 'umbrella', /v/ 'vase', /x/ 'fox', /w/ 'watermelon', /z/ 'zebra', /y/ 'yoyo' etc. Ask student to say the names and initial sounds four to five times. Now ask students to circle the correct picture that begin the given letter. Praise them for correct answer. Ask them to follow your instruction. Appreciate them all for colouring the pictures by clapping for them to boost their confidence.

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 students to sort the cards and find one's with the initial /s/ and /z/ sound. Ask them to say the name of picture aloud. Ask students at random to write 's', 't', 'u', 'v', 'w', 'x', 'y' and 'z' 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	Pre-Primer		40 min

Term: 3

Periodic Unit: 2

Week: 3

Lesson Plan: 3

Topic: Review

Date:

Objective(s):

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

Review 4

Resource Material:

Chalk/Marker, White/Blackboard, textbook page 80, buttons, 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 a big letter cards of the letter 's' to 'z' in the class and paste them on the board. Ask the students to name them and pronounce their sound. Draw big letters 's', 't', 'u', 'v', 'w', 'x', 'y' and 'z' on the board. Tell students how to write each letter by demonstrating the writing pattern for each alphabet.

Main Activities/Concept Building:

(27 min)

Tell the students that today they are going to trace the letters 's' to 'z'. Show some picture cards of letter 's' to 'z' to students and ask them to say their names. Inform them that they are going to trace the letters on their own. Draw a big letter 's', 't', 'u', 'v', 'w', 'x', 'y' and 'z' on the board. Tell students that how to write each letter. 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 different letters on board.

Activity: Ask them to open their text books at page 80 Read the statement of the section "Time to Trace". 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. Hold the letter card one by one 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 letters 's-z' on all sorts of fun places.

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	Pre-Primer		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 4

Topic: Classroom Objects

Date:

Objective(s):

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

Talk about the classroom and related objects.

Resource Material:

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

Make students sit in a circle. Ask students at random to say the name of any object they can see in the classroom. Note their responses. Ask other students at random to share name of another object from classroom. Note their responses. Repeat the process five to six time and make sure to involve all students in the activity. Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about some objects in our classroom. Ask students at random to share the name of some objects that we can found in our classrooms. Now encourage them to observe and think of some other objects that they have in their bedrooms. Encourage them to share the names of objects by taking turns.

Point towards random students one by one and ask them to say the names of any three objects that they have in their classroom. Appreciate them for their correct answers by clapping for them. Now encourage students to draw any objects that they have in their classroom and colour it. Help them if need be. Ask them to draw the objects neatly.

Sum Up:

(3 min)

Sum up the lesson by summarising the concept once again.

Assessment:

(5 min)

Draw a random picture of classroom object and ask student to tell its name. Appreciate them for their correct answers. Make pair of students. Ask them to share the objects of their bedrooms with each other.

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	Pre-Primer		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Topic: Classroom Objects

Date:

Objective(s):

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

Talk about the classroom and related objects.

Resource Material:

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

Make students sit in a circle. Ask students at random to say the name of any object they can see in the classroom. Note their responses. Ask other students at random to share name of another object from classroom. Note their responses. Repeat the process five to six time and make sure to involve all students in the activity. Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about some objects in our classroom. Ask students to open their textbooks at page 81. Read the statement. Point towards different objects and say the names as well. Ask students if they have these objects in their classroom as well. Note their responses.

Point towards random students one by one and ask them to say the names of any three objects that they have in their classroom. Appreciate them for their correct answers by clapping for them. Now encourage students to draw any objects that they have in their classroom and colour it. Help them if need be. Ask them to draw the objects neatly.

Sum Up:

(3 min)

Sum up the lesson by summarising the concept once again.

Assessment:

(5 min)

Make pair of students. Ask them to share the objects of their classroom with each other.

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	Pre-Primer		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Topic: The Park

Date:

Objective(s):

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

Talk about the park and related objects.

Resource Material:

Chalk/Marker, White/Blackboard, chart paper/ blank sheet, textbook page 82

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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

Bring students into the school garden, playground or a park near the school. Make students sit in a circle. Ask students at random to say the name of any object they can see in the playground/garden. Note their responses. Ask other students at random to share name of another object from surrounding. Note their responses. Repeat the process five to six time and make sure to involve all students in the activity.

Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about some objects in the park. Ask students at random to share the name of some objects that we can found in the park. Now encourage them to think of some objects that they have seen in different parks. Encourage them to share the names of objects by taking turns. Share some objects name we found in the park.

Point to at random students one by one and ask them to say the names of any three objects that they see in the playground/garden/park. Appreciate them for their correct answers by clapping for them. Now encourage students to draw any objects that they found in the park in the provided blank sheet and colour it. Help them if need be. Ask them to draw the objects neatly.

Sum Up:

(3 min)

Sum up the lesson by summarising the concept once again.

Assessment:

(5 min)

Draw a random picture of park object and ask student to tell its name. 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	Pre-Primer		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Topic: The Park

Date:

Objective(s):

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

Talk about the park and related objects.

Resource Material:

Chalk/Marker, White/Blackboard, chart paper/ blank sheet, textbook page 82

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

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

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 the previous lesson. Make students sit in a circle. Ask students at random to say the name of any object they can see in the park. Note their responses. Ask other students at random to share name of another object from the park objects. Note their responses. Repeat the process five to six time and make sure to involve all students in the activity. Appreciate them for their correct answers by clapping for them.

Main Activities/Concept Building:

(27 min)

Tell students that today we are going to learn about some objects in the park. Ask students at random to share the name of some objects that we can found in the park. Now encourage them to think of some objects that they can see in the park. Encourage them to share the names of objects by taking turns. Ask students to open their textbooks at page 82. Read the statement. Point towards different objects and say the names as well. Ask students if they saw these objects in the park then rise their hands. Note their responses.

Point towards random students one by one and ask them to say the names of any three objects that they can find in the park. Appreciate them for their correct answers by clapping for them. Now encourage students to draw any park objects that they want on the provided blanks sheet and colour it. Help them if need be. Ask them to draw the objects neatly.

Sum Up:

(3 min)

Sum up the lesson by summarising the concept once again.

Assessment:

(5 min)

Draw a random picture of park object and ask student to tell its name. Appreciate them for their correct answers. Make pair of students. Ask them to share the objects of the parks with each other.

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	Pre-Primer		40 min

Term: 3

Periodic Unit: 2

Week: 1

Lesson Plan: 1

Topic: Names of the vegetables

Date:

Objective(s):

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

Recognize the names of vegetables.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 83

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Call some students at random in front of the class. Bring picture cards of different vegetables to the class and place them on the board. Ask students at random to guess the name of each vegetable. Bring some seasonal vegetables to the class and show them to students. Engage all students in conversation.

Main Activities/Concept Building:

(25 mins)

Ask students to share with other students about their favourite vegetable. Appreciate them for their answers.

Ask them to tell which vegetable they like the most. Tell them that vegetables are extremely healthy and beneficial. We should eat vegetables regularly. Share some facts about the given vegetables with students. Tell them that carrots are very important and good for our eyes. Ask them if they know which vegetable is a root vegetable? Note their responses. Tell them that 'potato' is the root vegetable.

Activity 1:

Tell them to open textbook page 83. Read the given statement aloud. Ask students to look at the given pictures carefully from textbook page 83. Ask students to say the names of these pictures. Read the given vegetable names with their spellings aloud with correct pronunciation. Ask students to say names after you 3-4 times. Show the picture cards to students at random and ask them to say the names of vegetables. Appreciate them for their correct answers.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Show a picture of any vegetable to a student and ask its name. (do this with other students).

Homework:

(2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

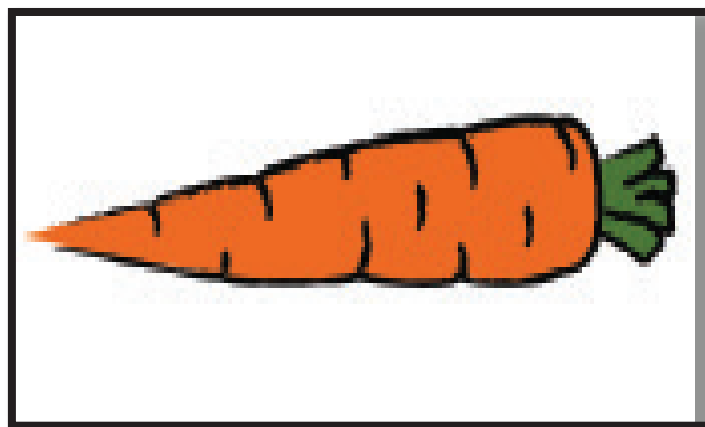
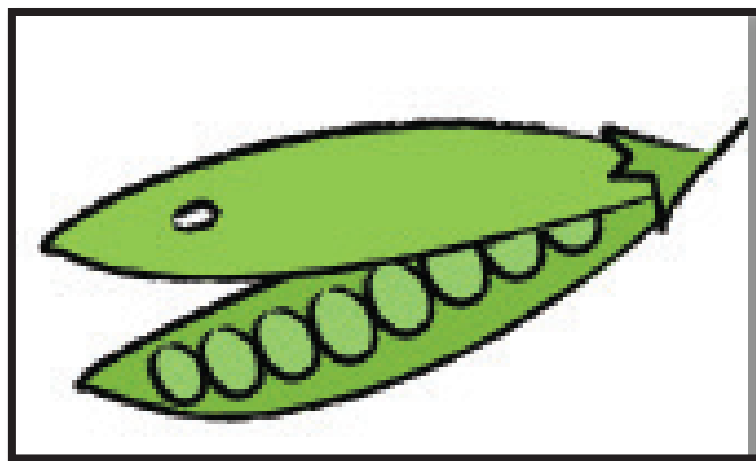
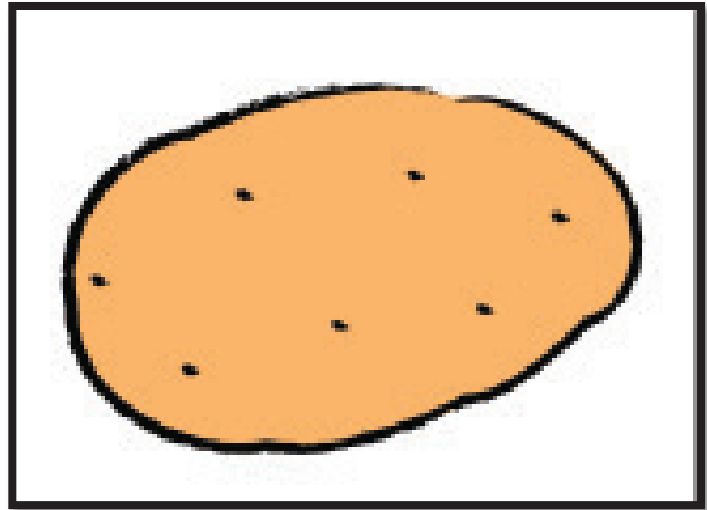
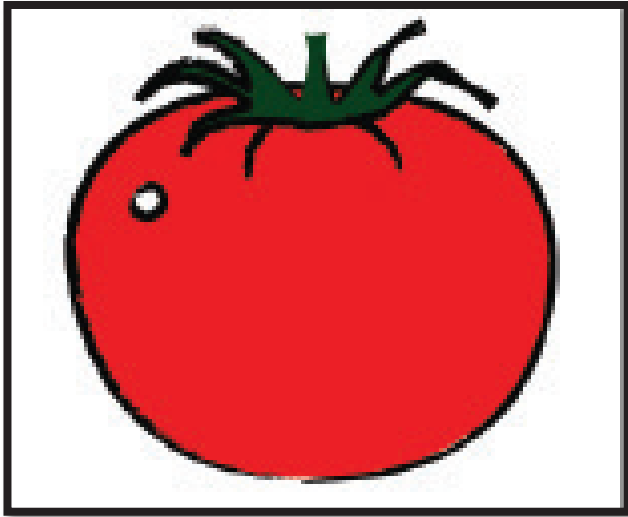
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Picture Cards



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

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**
Topic: Names of the vegetables **Date:** _____

Objective(s):

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

Recognise the names of the vegetables.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 83

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Tell students that we are going to play a fun activity. Use colourful chart paper and write the names of vegetables on chart paper. Place the chart paper pieces in a bowl and put it on the table. Say the name of any vegetable of your choice. Ask a student at random to find the chart paper of the same vegetable name. Appreciate them for finding the correct chart paper. Help them if need be.

Main Activities/Concept Building: (25 mins)

Tell students to open their textbook page 83. Tell them that today they are going to learn about the names of vegetable. Tell them that vegetables are extremely healthy and beneficial. We should eat vegetables regularly. Share some facts about the given vegetables with students.

Activity 1:

Ask students to look at the pictures carefully. Ask them to tell which vegetable they like the most. Ask students to point their favourite vegetable and share with other students about their favourite vegetable. Appreciate them for their answers.

Activity 2:

Show a flash card of any vegetable to students and ask students at random to tell its name. Do this activity with other vegetables.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the names of their favourite vegetables.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Topic: Alphabet

Date:

Objective(s):

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

- Join the letters in order to form a picture.
- Colour the picture.

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, colour pencils, alphabet poster

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Bring 26 Styrofoam cups to the class. Tell students in an exciting tone, "Today we are going to play with these cups." Ask students in an energetic tone, "Who want to play with them?" All students must raise their hands happily. Styrofoam cups are an easy manipulative for giving your students alphabetical order practice. Using standard Styrofoam coffee cups, make a set of letters for your students to put in alphabetical order. To do so, turn the cups upside down and write one letter on the outside rim of each cup with a permanent marker. Ask the students to rearrange the order of the stack of cups until the letters are in correct alphabetical order from the top of the stack down.

Main Activities/Concept Building:

(25 mins)

Paste ABC (printed) on the board and read it aloud. Discuss the importance of knowing how to alphabetize. Tell the students in an exciting tone, "It's time to use your beautiful pencils and complete this picture. Ask them to pick up the pencils and grasp properly." Remind them how to hold the pencil properly.

Activity: Get the copy of worksheet and pin it on the board. Show the students how to join the dots in alphabetical order to complete the picture. Remind them to follow the alphabetical order to join all dots on worksheet. After joining, tell them it is a picture of a duck.

Provide all students the copy of the given worksheet. Ask them to take out their pencils and erasers. Direct them to join the dots in alphabetical order. Observe to see if any of the students need help. Help them to correct their pencil grip, and guide them by pointing to the alphabets. Show them how to use the eraser to fix any errors.

Sum Up:

(3 mins)

Quick review with students of what they learned today about putting letters in alphabetical order.

Assessment:

(5 mins)

Give the class 5 letter cards and ask them to tell the correct alphabetical order.

Homework:

(2 mins)

Tell the alphabetical order to their parents or siblings they have learnt today.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Join the letters in order to complete the picture.



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

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**
Topic: Poem Recitation **Date:** _____

Objective(s):

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

Recite poem with action. (The Wheels on the Bus)

Resource Material:

Chalk/Marker, White/Blackboard, Poem (The Wheels on the Bus), picture card of bus, textbook page 84

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask students to sit in a circle. Bring picture card of bus ds to the class and paste it on the board. Ask students to look and guess the picture. Ask them why we use a bus?

Main Activities/Concept Building:

(27 mins)

Tell students that today we are going to read a poem 'The Wheels on the Bus'.

Activity 1: Poem Recitation

Ask students to open the textbook page 84. Tell them to look at the picture of the poem carefully. Ask students at random that what they can see in the picture. Recite the poem aloud with actions. Ask students to listen to the poem attentively. Then read the poem aloud line by line with actions and ask them to repeat after you 3-4 times. Tell the actions of poem and ask students to copy them while reading the poem.

Actions of poem: ask students to whirl their arms around in the air for 'bus go round and round.' Encourage them to read the poem with actions. Appreciate them to read the poem with correct pronunciation by clapping.

Sum Up:

(3 mins)

Summarise the key concepts with your students by reciting poem again.

Assessment:

(5 mins)

Ask any student to recite the poem.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3

Periodic Unit: 2

Week: 5

Lesson Plan: 3

Topic: Poem Recitation

Date:

Objective(s):

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

Recite poem with action. (The Wheels on the Bus)

Resource Material:

Chalk/Marker, White/Blackboard, Poem (The Wheels on the Bus), textbook page 84

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Ask them to say the lines of the poem they have read in their previous class. Praise them for their correct responses.

Main Activities/Concept Building:

(27 mins)

Tell students that today we are going to read a poem 'The Wheels on the Bus'.

Activity 1: Poem Recitation

Ask students to open the textbook page 84. Tell them to look at the picture of the poem carefully. Ask students at random that what they can see in the picture. Recite the poem aloud with actions. Ask students to listen to the poem attentively. Then read the poem aloud line by line with actions and ask them to repeat after you 3-4 times. Tell the actions of poem and ask students to copy them while reading the poem.

Actions of poem: ask students to whirl their arms around in the air for 'bus go round and round.'

Encourage them to read the poem with actions. Appreciate them to read the poem with correct pronunciation by clapping.

Sum Up:

(3 mins)

Summarise the key concepts with your students by reciting poem again.

Assessment:

(5 mins)

Ask any student to recite the poem.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**
Topic: Revision **Date:**

Objective(s):

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

Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 12-79, Flash card of letters, Empty Box

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Tell students that today they are going to talk about the different objects starting with letters f, s and g. Ask them to tell name of one thing that begins with letter 'f'. Ask them to say the sounds of letters properly like f /f/, /f/, /f/ fan, s /s/, /s/, /s/ sun, g /g/, /g/, /g/ goat. Ask students to read alphabet (a-z) after you. Do this two to three time.

Main Activities/Concept Building: (25 mins)

Tell the students that today they are going to revise letter 'a-z'. Ask the students to sit in a circle. Ask them to open their textbook page 12-79 one by one. Ask them to pronounce the letter sound, name of the objects one by one. Put all the letter cards in a basket. Ask the students one by one to pick a card and say its sound. Ask them to share the name of the objects starting with that letter sound.

Sum Up: (3 mins)

Summarise the key concepts with your students. Pronounce the letter sounds yourself along with the words starting with them. Ask students to repeat after you 2-3 times.

Assessment: (5 mins)

Ask them at random to share the name of an object starting with each letter.

Homework: (2 mins)

Practise tracing of letters 'a-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	Pre-Primer		40 min

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

Topic: Alphabet

Date:

Objective(s):

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

- Join the letters in order to form a picture.
- Colour the picture.

Resource Material:

Chalk/Marker, White/Blackboard, worksheet, colour pencils, alphabet poster

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

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

Tell students that today they are going to talk about the different objects starting with letters a-z. Ask them to tell name of one thing that begins with letter 'a'. Ask them to say the sounds of letters properly like a /a/, /a/, /a/ ant, b/b/, /b/, /b/ ball, c /c/, /c/, /c/ cat, do the same for all letters. Ask students to read alphabet (a-z) after you. Do this two to three time.

Main Activities/Concept Building:

(25 mins)

Paste ABC (printed) on the board and read it aloud. Discuss the importance of knowing how to alphabetize. Tell the students in an exciting tone, "It's time to use your beautiful pencils and complete this picture. Ask them to pick up the pencils and grasp properly." Remind them how to hold the pencil properly.

Activity: Get the copy of worksheet and pin it on the board. Show the students how to join the dots in alphabetical order to complete the picture. Remind them to follow the alphabetical order to join all dots on worksheet. After joining, tell them it is a picture of a duck.

Provide all students the copy of the given worksheet. Ask them to take out their pencils and erasers. Direct them to join the dots in alphabetical order. Observe to see if any of the students need help. Help them to correct their pencil grip, and guide them by pointing to the alphabets. Show them how to use the eraser to fix any errors.

Sum Up:

(3 mins)

Quick review with students of what they learned today about putting letters in alphabetical order.

Assessment:

(5 mins)

Give the class 5 letter cards and ask them to tell the correct alphabetical order.

Homework:

(2 mins)

Tell the alphabetical order to their parents or siblings they have learnt today.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

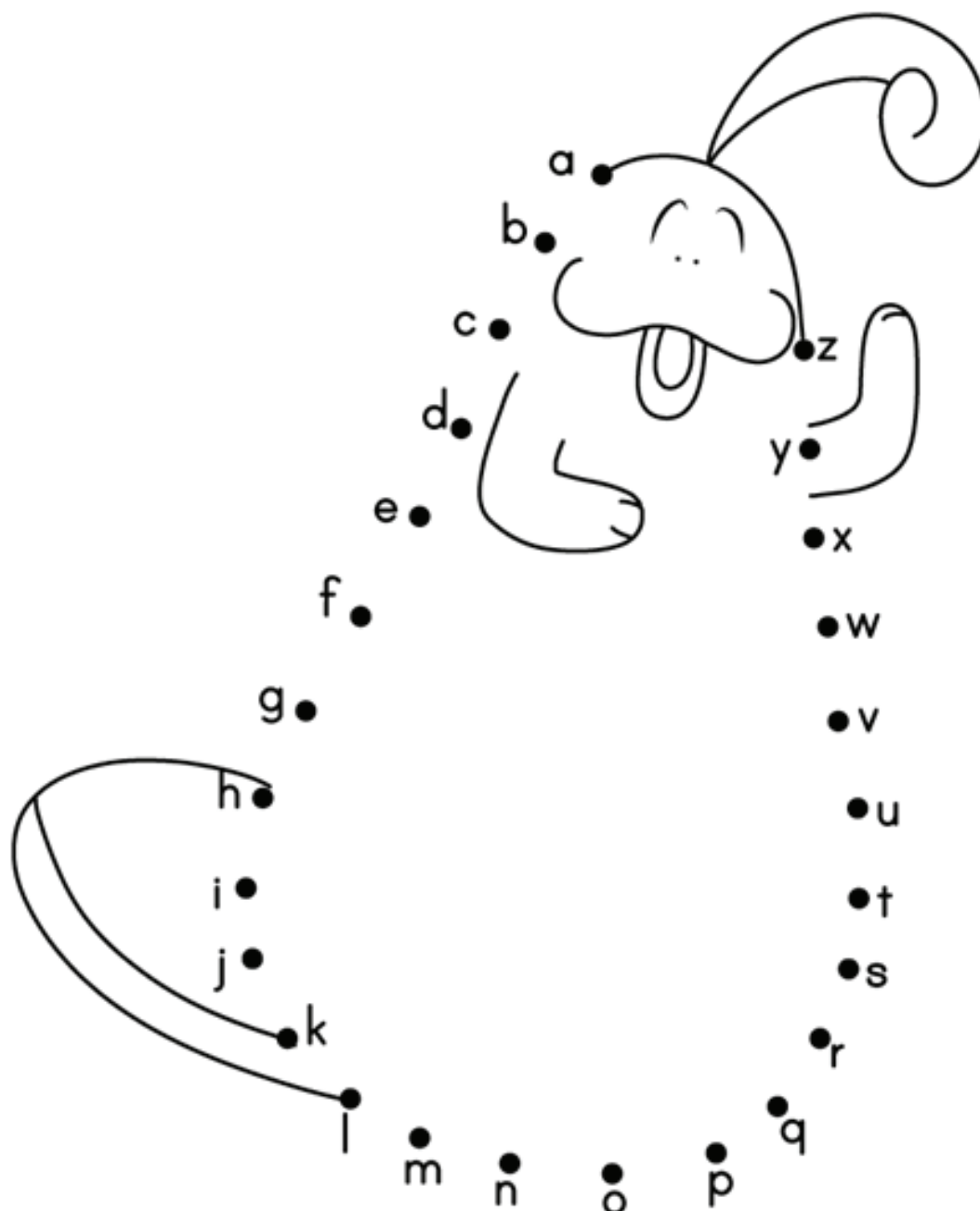
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		40 min

Worksheet

Name: _____

Date: _____

Join the letters in order to complete the picture.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC-KPK & FEDERAL)	English	Pre-Primer		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, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

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

Ask students, 'Do you like colouring?', 'Who like to colour in the picture?' Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to colour a picture. Ask them what is their favourite colour? Ask them the reason of their likes. Give the worksheet to students and ask them to colour the picture. Encourage them to colour the picture neatly in the designated space.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to tell three colour names.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Worksheet

Name: _____

Date: _____

Colour the picture.

