

English

Grade 1

TEACHER RESOURCE BOOK



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Introduction to the Grade 1 Teaching Guide

Welcome to the Grade 1 Teaching Guide! This guide has been carefully crafted to help you deliver a comprehensive and engaging educational experience to your students. As a Grade 1 teacher, you play a pivotal role in shaping young learners' foundational skills and attitudes. This year marks a significant step in their academic and personal growth, and this guide is here to help you navigate that journey with confidence and creativity.

a. Purpose and Scope

The primary purpose of this teaching guide is to provide a structured and resource-rich framework that aligns with our educational standards and objectives. It serves as a roadmap for the school year, offering detailed lesson plans, teaching strategies, and assessment tools. The guide is designed to be both a practical resource for daily instruction and a source of inspiration for creating a vibrant and inclusive classroom environment.

b. Educational Philosophy

At the heart of our Grade 1 curriculum is the belief that every child is a unique learner with the potential to grow and thrive. Our educational philosophy emphasizes the importance of nurturing a love for learning, fostering creativity, and building a strong foundation in key academic areas. We strive to cultivate a supportive and encouraging atmosphere where students feel safe, valued, and excited to explore new ideas.

c. Curriculum Overview

The Grade 1 curriculum covers a wide range of subjects, including Phonics, Reading, Writing, Mathematics, Social Studies, and Science. Each subject area is designed to develop essential skills and knowledge while promoting critical thinking and problem-solving abilities. The curriculum also includes components that focus on social and emotional learning, helping students develop empathy, cooperation, and self-regulation.

d. Goals and Objectives

The goals for Grade 1 encompass both academic and personal development. Academically, we aim to strengthen students' literacy and numeracy skills, introduce them to basic scientific concepts, and broaden their understanding of the world around them. We seek to build their confidence, encourage curiosity, and foster positive social interactions. By the end of the year, students should feel equipped with the foundational skills needed for continued success in their educational journey.

e. Organization of the Guide

This teaching guide is organized into thematic units, with each unit containing lesson plans, activity suggestions, and assessment options. It is designed to be user-friendly and flexible,

allowing you to adapt the materials to meet the needs of your students. In addition to subject-specific content, the guide includes sections on classroom management, differentiation strategies, and tips for engaging students of diverse backgrounds and abilities.

f. Support and Resources

We recognize that teaching is both a rewarding and challenging profession. This guide is intended to be a supportive companion, providing practical advice and resources to help you create a dynamic and effective learning environment. Whether you are a seasoned educator or new to the profession, we hope you find the tools and insights in this guide valuable and inspiring.

Acknowledgments

This teaching guide is the result of the collaborative efforts of educators, curriculum specialists, and subject matter experts. We extend our gratitude to everyone who contributed to its development and to you, the dedicated teachers who bring the curriculum to life in the classroom. Your passion and commitment to education are the driving forces behind our students' success.

Dear Teachers,

Welcome to the Grade 1 English Teaching Guide! This guide is designed to support you in delivering engaging and effective English instruction to young learners. To use this guide optimally, follow these key strategies:

- 1. Understand the Structure:** The guide is divided into three main sections: Teaching, Assessment, and Reinforcement. Each section is crafted to balance the introduction of new concepts, evaluate student progress, and reinforce learning. Allocate time as outlined to ensure a well-rounded approach.
- 2. Engage with the Content:** Begin each lesson with a clear introduction to the day's topic. Use interactive and age-appropriate methods to explain concepts, making sure to incorporate visual aids, hands-on activities, and real-life examples to captivate students' attention.
- 3. Implement Effective Teaching Strategies:** Focus on direct instruction and guided practice to introduce new concepts. Encourage active participation through group activities and individual practice. Use formative assessments throughout the lesson to gauge understanding and adjust instruction as needed.
- 4. Assess and Reflect:** Regularly assess students' progress with both formative and summative assessments. Formative assessments, such as quizzes or observations, help monitor ongoing understanding, while summative assessments evaluate overall achievement. Use the results to provide feedback and tailor future lessons.
- 5. Reinforce Learning:** Dedicate time to review and reinforce concepts to solidify students' understanding. Incorporate extension activities that challenge and extend their learning beyond the basics. Encourage practice at home to build confidence and mastery.

By following this guide and engaging students with varied instructional methods, you'll create a dynamic learning environment that fosters language development and a love for learning.

You can divide your lesson plan into the following ratios:

- 1. Teaching (60%)**
 - Introduction: 10%
 - Direct Instruction: 30%
 - Guided Practice: 20%
- 2. Assessment (20%)**
 - Formative Assessment: 10%
 - Summative Assessment: 10%

3. Reinforcement (20%)

- Review and Practice: 10%
- Extension Activities: 10%

This division ensures that students receive a strong foundation in new concepts, are regularly assessed to gauge understanding, and have ample opportunities for reinforcement and extension to solidify their learning.

Checklist Before Teaching Pronunciation and Reading:

Here are some words and sounds that might confuse if they are not pronounced properly:

bag/beg/back	rode/wrote	ear/year
chip/cheap	vary/wary	heard/hard
sheep/ship	vent/went	are/or
boat/both	will/wheel	pot/part
feel/fill	ask/axe	lose/loose
sleep/slip	vet/wet	ee/she
pole/foal	eat/heat/hit	so/show
vain/wane	necks/next	sue/shoe
day/they	shoe/chew	his/is
put/foot	part/pot	heart/hot

Reading checklist—table

1.	Initial single consonants	b c d f g h j k l m n p q r s t v w x y z
2.	Short vowels	a e i o u
3.	Sound blending	hat wet pin job mud van leg sit fox gun
4.	Left to right sequencing	saw/was on/no ten/net for/from
5.	Letter shape recognition	b/h h/n c/e g/q t/f u/a g/y
6.	Recognition of orientation	b/d p/q n/u m/w
7.	Naming letters	
	a) Sequence	A B C D E F G H I J
	b) Random	B G M R P T F U W
	c) Caps/Small	Mm Tt Ss Ff Gg Ll Rr Qq
8.	Long/short Vowels	hat/hate bit/bite not/note tub/tube
9.	Association rhyme/sort	cat/bat/mat big/dig/jig pot/hot/cot t—ten/tap/tin a—bag/cap/mat
10.	Variations in sounds	g (go, giant); s (has, sit, sugar); c (cat, city); y (yes, sky, very)
11.	Vowel digraphs	ai ay ar ea ew ee oo oi oy oa ou
12.	Consonant digraphs and silent letters	th (think, then); sh (shop); ph (phone); ch (chip, chord); wh (when, who); wr (write); kn (know); gh (high); mb (climb); gn (gnat)
13.	Double consonants	bb dd ff gg ll mm nn pp rr ss tt zz (cc—accord, accept)
14.	Consonant blends: initial	bl br cl cr dr fl fr gl gr pl pr sc sk sl sm sn sp st sw tr tw
15.	Consonant blends: end and Medial	-nk -ng (Also triple blends: <i>thr scr str spr -ckl- -mpl-</i> etc.) -ck - ct -ft -lb -ld -lk -lm -lp -lt -mp -nd
16.	Prefixes	ab- ad- be- com- con- dis- ex- inter- pre- pro- re- sub- un-
17.	Suffixes	-al -ance -ence -ent -ness -ful -less -able -ion -sion -tion -tive - ary
18.	Other endings	-ery -ible
19.	Contractions	-s -ing -er -ed -es -ish -ly -y
20.	Syllabication (Word attack)	can't don't we'll won't we've you're
21.	Anticipation of words, tenses, phrases, outcomes	in/ter/est gar/den cab/in ru/ler but/ton
21.	Tenses	Plurals (was/were) Pairs (Hot and) (has/had)
22.	Reading aloud	Reads smoothly with expression, inflexions, and stress. Awareness of punctuation. Varies speed.
23.	Referencing skills	Uses a dictionary, index, contents page, glossary.
24.	Reading strategies and Comprehension	Silent reading. Skims for outline. Scans to locate specific information. Studies factual information critically. Integrates information from different sources. Understands literal content. Uses inference to extend understanding. Integrates information and personal knowledge for further understanding.

UNIT 1 LESSON PLAN

- **Before reading:**
Introduce the story and tell students to listen for words that start with the target sounds (A, B, C, D, E).
- **During reading:**
Pause and emphasize the beginning sounds of keywords. Encourage students to identify and repeat them.
- **After reading:**
Discuss the words and ask students to come up with other words that start with the same sounds.

Grade Level: 1
Subject: English
Duration: 45 minutes
Objective: Students will identify and produce the sounds of the letters A, B, C, D, and E.

Materials Needed:

- Alphabet cards with letters A, B, C, D, and E
- Flashcards with pictures representing words starting with these letters (e.g., apple, ball, cat, dog, egg)
- Whiteboard and markers
- Phonics song audio or video
- Coloring worksheets with images corresponding to the target letters

Lesson Outline

1. Introduction (5 minutes)

- Begin with a brief discussion about the alphabet. Ask students if they know any letter sounds.
- Introduce the concept of phonics and explain that today they will learn about the sounds of the letters A, B, C, D, and E.

2. Phonics Song (5 minutes)

- Play a phonics song that covers the alphabet and encourages students to sing along focusing on the target letters.

3. Direct Instruction (10 minutes)

- Introduce each letter one by one:
 - Show the letter card, say the letter name, and produce the sound.
 - Show a picture flashcard of an object starting with that letter (e.g., A for apple) and ask students to repeat the word and sound.
- **Example:**
 - "This is the letter A. The sound is /a/ as in apple. Can everyone say /a/?"

4. Guided Practice (10 minutes)

- Hand out the coloring worksheets. Each worksheet will have pictures corresponding to the letter sounds taught.
- Instruct students to color the pictures and practice saying the sound of each letter as they color.
- Walk around and assist students, ensuring they are producing the correct sounds.

5. Activity: Letter Sound Hunt (10 minutes)

- Place letter cards around the classroom.
- Ask students to find a letter card and say the sound it makes. They can then match it with a corresponding picture flashcard.
- Encourage them to work in pairs or small groups.

6. Closure (5 minutes)

- Recap the sounds learned. Go over each letter one more time and ask students to say the sound and a word starting with that letter.
- Sing the phonics song one more time for reinforcement.

7. Assessment

- Observe students during activities and guided practice to ensure they can identify and produce the sounds.
- Use informal questioning to check for understanding

Homework

- Send home a worksheet with pictures. Ask students to circle the images that start with the sounds A, B, C, D, or E.

Additional Guidance for Teachers

Model Correct Pronunciation: Demonstrate the sounds, showing mouth movements to help students understand how to form them.

Encourage Participation: Use a variety of activities and call on different students to keep everyone engaged.

Use Multisensory Approaches: Combine visual, auditory, and kinesthetic activities to cater to different learning styles.

Be Patient and Supportive: Offer encouragement and be patient, providing extra support as needed for students struggling with certain sounds.

Check for Understanding: Regularly assess comprehension through questions and quick checks to ensure students are following along.

UNIT 2 LESSON PLAN

- **Before reading:** Introduce the poem "Seasons are Fun." Ask students about their favorite seasons and activities associated with them.
- **During reading:** Read the poem aloud, emphasizing the rhythm and rhyme. Pause to discuss vocabulary and imagery, such as "shady trees" and "leaves fell."
- **After reading:** Discuss the different seasons mentioned in the poem. Encourage students to share their experiences and favorite activities in each season. Use this as a segue into discussing nouns related to seasons and vowel sounds in the words used.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objectives:

- Students will improve their reading skills through guided reading activities.
- Students will identify and categorize nouns.
- Students will recognize and differentiate between vowel sounds.

Materials Needed:

- Picture books or short storybooks appropriate for Grade 1
- Flashcards with nouns (people, places, things)
- Vowel flashcards (A, E, I, O, U)
- Chart paper and markers
- Worksheets for sorting nouns and identifying vowel sounds

Lesson Outline

1. Introduction (5 minutes)

1. Begin with a brief discussion about reading and its importance. Ask students about their favorite books or stories.

2. Introduce the lesson's focus: improving reading skills, learning about nouns, and identifying vowel sounds.

2. Guided Reading (10 minutes)

1. Choose a short, simple storybook. Read the book aloud, pausing to show pictures and ask predictive questions.
2. After reading, discuss the main idea and ask students to retell parts of the story.
3. Encourage students to read along or echo read (teacher reads a line, then students repeat).

3. Activity 1: Identifying Nouns (10 minutes)

1. Explain that nouns are words that name people, places, things, or animals.
2. Show flashcards with pictures and words of different nouns. Discuss each one, asking students to categorize them (e.g., person, place, thing).
3. Create a chart with three columns labeled "People," "Places," and "Things." Have students come up and place the flashcards in the appropriate columns.

4. Activity 2: Vowel Sounds (10 minutes)

1. Review the five vowels: A, E, I, O, U. Discuss that vowels can have different sounds (short and long).
2. Show vowel flashcards and say the short and long sounds for each. Have students repeat the sounds.
3. Play a game where students identify the vowel sound in a given word. For example, say the word "cat" and ask, "What vowel sound do you hear?"

5. Activity 3: Vowel Sound Sorting (5 minutes)

1. Hand out worksheets with pictures and words. Students will color or circle pictures that match a specific vowel sound (e.g., circle all the pictures with the short "a" sound).

6. Closure (5 minutes)

1. Recap the lesson's main points: the importance of reading, what nouns are, and how to identify vowel sounds.
2. Ask students to share one thing they learned or enjoyed during the lesson.

7. Assessment

1. Monitor student participation during discussions and activities.
2. Review the noun sorting chart and vowel sound sorting worksheets for understanding.

Homework

- Send home a simple reading passage. Ask students to underline all the nouns and circle words with vowel sounds they learned in class.

Additional Guidance for Teachers

Reading: Encourage expression and fluency. Model how to read with emotion and proper pacing.

Nouns: Use real-life examples. Point out nouns in the classroom or from students' experiences.

Vowels: Highlight vowel sounds in words. Use simple words and emphasize both short and long vowel sounds.

UNIT 3 LESSON PLAN

- **Before reading:** Introduce the story "Myself" and ask students if they enjoy playing in the park.
- **During reading:** Read the story, pausing to emphasize sight words and pronouns. Highlight words with consonants.
- **After reading:** Discuss the activities Sara and her friends enjoy, and relate them to the lesson concepts.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objective:

- Students will recognize and read common sight words.
- Students will identify and use basic pronouns in sentences.
- Students will distinguish between consonants and double consonants in words.

Materials Needed:

- Sight word flashcards & Pronoun flashcards (he, she, it, they, etc.)
- Word cards with examples of single consonants and double consonants
- Whiteboard and markers
- Worksheets for practice & Chart paper and markers

Lesson Outline

1. Introduction (5 minutes)

- Start with a brief discussion on the importance of reading and understanding different types of words.
- Introduce the topics of sight words, pronouns, and consonants/double consonants.

2. Sight Words Activity (10 minutes)

- Show sight word flashcards (e.g., the, and, is, you, me). Go through each word, saying it aloud and asking students to repeat.
- Play a quick game where students identify sight words. For example, hold up a card and ask, "Who can find this word in our classroom?" (use labels or posters).

3. Pronouns Lesson (10 minutes)

- Introduce pronouns as words that replace nouns (e.g., he for a boy, she for a girl, it for a thing). Show pronoun flashcards and explain their use.
- Provide simple sentences and ask students to replace the noun with the correct pronoun. For example, "John is running" becomes "He is running."

4. Consonants and Double Consonants (10 minutes)

- Explain that consonants are letters that are not vowels. Introduce the concept of double consonants, where two of the same consonants appear together (e.g., "ll" in bell, "ss" in miss).
- Show word cards with examples of single consonants and double consonants. Discuss how the double consonants affect pronunciation and spelling.

5. Activity: Sorting Words (5 minutes)

- Give students a set of word cards. Ask them to sort the cards into three categories: sight words, pronouns, and words with consonants/double consonants.
- After sorting, discuss their choices and correct any mistakes.

6. Closure (5 minutes)

- Recap the day's lesson by reviewing sight words, pronouns, and consonants/double consonants.
- Ask students to share one thing they learned. End with a short sight word or pronoun chant/song.

7. Assessment

- Monitor student participation during activities and discussions.
- Review worksheets and word-sorting activities for understanding.

Homework

- Send home a worksheet with sight words, simple sentences requiring pronouns, and words to identify consonants/double consonants.

Additional Guidance for Teachers

Engage and Encourage: Start with a warm greeting and encourage all students to participate.

Use Visual Aids: Utilize flashcards and charts for clear understanding.

Incorporate Movement: Include activities that involve physical engagement.

Encourage Peer Help: Pair students for collaborative activities.

Adjust Pacing: Modify the lesson speed based on student responses.

UNIT 4 LESSON PLAN

Before Teaching:

- **Prepare Materials:** Have the story printed or displayed. Prepare any visual aids related to the story.
- **Review Key Concepts:** Understand the story's main themes: independence, problem-solving, and learning.

During Teaching:

- **Read Aloud:** Read the story with expression to engage students.
- **Ask Questions:** Prompt students to discuss Ali's actions and feelings.
- **Model Activities:** Demonstrate tying shoelaces if applicable. Encourage students to relate to Ali's experience of learning and doing tasks independently.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objectives:

- Students will recognize and use word families in reading and writing.
- Students will identify and use proper nouns correctly.

Materials Needed:

- Word family flashcards (e.g., -at, -in, -op)
- Proper noun flashcards (e.g., names of people, cities, countries)
- Chart paper and markers
- Worksheets for practice
- Picture books or short stories

Lesson Outline

1. Introduction (5 minutes)

- Briefly discuss what word families and proper nouns are.

- Provide examples to illustrate each concept.

2. Word Family Activity (10 minutes)

- Introduce a specific word family (e.g., -at). Show flashcards with words like "cat," "bat," "hat," and "mat."
- Write the word family on the board and have students brainstorm other words that fit the pattern.
- Practice blending and reading these words together.

3. Proper Nouns Lesson (10 minutes)

- Explain proper nouns as names of specific people, places, or things (e.g., Sara, London, Mars).
- Show proper noun flashcards and discuss each one.
- Write sentences on the board using proper nouns and have students identify and underline them.

4. Activity: Word Family and Proper Nouns (15 minutes)

- Distribute worksheets with a mix of word family and proper noun exercises.
- Have students complete the worksheet, which includes matching words to their families and identifying proper nouns in sentences.
- Review answers as a class and discuss any mistakes.

5. Closure (5 minutes)

- Recap the key points about word families and proper nouns.
- Ask students to share one-word family or proper noun they learned about today.

6. Assessment

- Observe student participation during activities.
- Review worksheets for understanding of word families and proper nouns.

Homework

- Assign a worksheet where students complete sentences with word family words and circle proper nouns in a short passage.

Additional Guidance for Teachers

Engage Students: Start with clear examples and ask questions to involve everyone.

Use Visuals: Display word family and proper noun flashcards prominently.

Encourage Participation: Have students come to the board or share answers.

Monitor Progress: Check worksheets and activities to assess understanding.

Adjust as Needed: Adapt explanations and activities based on student responses.

UNIT 5 LESSON PLAN

Before Teaching:

- Preview the Poem: Read through the poem to understand its themes and vocabulary.
- Set Objectives: Decide what you want students to learn (e.g., understanding generosity, identifying themes).

During Teaching:

- Read Aloud: Read the poem with expression to engage students.
- Discuss Key Themes: Talk about the message of sharing and kindness.
- Interactive Activities: Use questions, group discussions, or role-play to explore the poem's message.
- Visual Aids: Use images or drawings to illustrate the concepts of sharing and generosity.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objective:

- Students will recognize and produce various words and sounds.
- Students will practice expressing limited needs (e.g., "I need a pencil").
- Students will identify and use masculine and feminine gender nouns.

Materials Needed:

- Flashcards with words and pictures
- Chart paper and markers
- Gender noun flashcards (e.g., boy/girl, man/woman)
- Worksheets for practice
- Picture books with examples of gender nouns

Lesson Outline

1. Introduction (5 minutes)

- Introduce the lesson's focus: words and sounds, expressing needs, and masculine/feminine genders.
- Briefly explain each topic to the students.

2. Words & Sounds Activity (10 minutes)

- Show flashcards with various words and sounds. Practice pronouncing them aloud.
- Play a game where students match pictures to words or sounds.

3. Expressing Limited Needs (10 minutes)

- Teach students phrases for expressing limited needs (e.g., "I need a pencil").
- Role-play scenarios where students practice asking for items they need using the phrases.

4. Masculine and Feminine Genders (10 minutes)

- Introduce masculine and feminine gender nouns using flashcards (e.g., boy/girl, man/woman).
- Show examples and discuss the differences. Create a chart with two columns: "Masculine" and "Feminine."
- Have students sort flashcards into the correct column.

5. Activity: Gender Noun Sorting (5 minutes)

- Distribute worksheets with pictures and words. Students will sort them into masculine and feminine categories.
- Review the answers as a class and discuss any errors.

6. Closure (5 minutes)

- Recap key points about words and sounds, expressing needs, and gender nouns.
- Ask students to share one thing they learned or enjoyed during the lesson.

7. Assessment

- Observe student participation and understanding during activities.
- Review worksheets for correct identification of words, needs, and gender nouns.

Homework

- Assign a worksheet where students match words to sounds, write sentences expressing limited needs, and sort masculine and feminine nouns.

Additional Guidance for Teachers

Words & Sounds: Focus on phonics and pronunciation. Use flashcards, matching games, and simple dictation to practice.

Express Limited Needs: Teach basic phrases for common situations (e.g., "I need help" or "Can I have...?"). Use role-play and picture prompts to practice.

Masculine and Feminine Genders: Introduce through clear examples and practice with simple sentences. Use visual aids like pictures or cards to differentiate between genders.

UNIT 6 LESSON PLAN

Before Teaching:

- Introduce the Topic: Explain the concept of families and their importance.
- Preview the Poem: Read through the poem to familiarize students with its content and themes.

During Teaching:

- Read Aloud: Read the poem with expression.
- Discuss Content: Talk about different family members and types of families.
- Interactive Activity: Use visuals or role-play to help students connect with the concept of family.
- Recitation Practice: Have students recite the poem or parts of it to reinforce understanding.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objective:

- Students will identify and use basic punctuation marks.
- Students will recognize and use common digraphs.
- Students will understand and use articles ("a" and "the") correctly.

Materials Needed:

- Whiteboard and markers
- Punctuation and digraph flashcards
- Picture cards or simple sentences
- Worksheets with practice exercises

Lesson Outline:

1. Introduction (10 minutes):

1. **Punctuation:** Briefly explain the purpose of punctuation marks (period, comma, question mark). Show examples using simple sentences.
2. **Digraphs:** Introduce common digraphs (e.g., "sh," "ch," "th") with examples and sounds.
3. **Articles:** Explain the use of "a" and "the" with examples of when to use each.

2. Activity 1: Punctuation Practice (15 minutes)

1. **Demonstration:** Write simple sentences on the board and highlight punctuation marks.
2. **Guided Practice:** Have students identify and add punctuation marks to sentences on their worksheets.
3. **Review:** Go over answers and discuss any mistakes.

3. Activity 2: Digraphs Fun (15 minutes)

1. **Flashcards:** Show flashcards with digraphs and corresponding images (e.g., "sh" with "ship").
2. **Word Matching:** Let students match digraphs with words or pictures.
3. **Sound Practice:** Practice saying and writing words with digraphs.

4. Activity 3: Articles in Context (15 minutes)

1. **Picture Cards:** Show pictures and ask students to use "a" or "the" to describe what they see (e.g., "a cat" vs. "the cat").
2. **Sentence Completion:** Provide sentences with missing articles for students to fill in.
3. **Review:** Discuss why each article was used in the given context.

5. Conclusion (5 minutes):

1. **Recap:** Review key points about punctuation, digraphs, and articles.
2. **Questions:** Allow students to ask any questions they have.

Homework/Extension:

- **Punctuation Worksheet:** Practice adding punctuation to sentences.
- **Digraphs Worksheet:** Write words with different digraphs.

- **Article Practice:** Create simple sentences using "a" and "the."

Assessment:

- Observe participation during activities.
- Review completed worksheets for understanding and correct usage.

Additional Guidance for Teachers

Punctuation:

- Use visual aids and real-life examples to demonstrate usage.
- Practice with interactive games and sentence construction.

Digraphs:

- Introduce with clear pronunciation and matching exercises.
- Use repetition and simple words to reinforce learning.

Articles:

- Provide clear examples and practice with context-based exercises.
- Use visuals to show the difference between "a" and "the."

UNIT 7 LESSON PLAN

Before Teaching:

- **Introduce the Topic:** Explain the significance of Ramadan and Eid.
- **Preview the Poem:** Read through the text to understand key details.

During Teaching:

- **Read Aloud:** Read the text with clear pronunciation.
- **Discuss Content:** Explain the customs, practices, and significance of Ramadan and Eid.
- **Interactive Activity:** Use visuals or role-play to illustrate Ramadan practices and Eid celebrations.
- **Q&A:** Encourage students to ask questions about Ramadan and Eid.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objective:

- Students will identify and use consonant blends.
- Students will form and answer simple questions.

Materials Needed:

- Whiteboard and markers
- Consonant blend flashcards
- Picture cards or simple sentence cards
- Question word cards (who, what, where, when, why)
- Worksheets for practice

Lesson Outline:

1. Introduction (10 minutes):

1. **Consonant Blends:** Explain consonant blends (e.g., "bl," "st," "cr") with examples and sounds.
2. **Questions:** Introduce question words (who, what, where, when, why) and their purpose in forming questions.

2. Activity 1: Consonant Blends (15 minutes)

1. **Flashcards:** Show blends and corresponding words or images.
2. **Blend Practice:** Have students repeat and write words with blends.
3. **Matching Game:** Match blend cards with pictures or words.

3. Activity 2: Forming Questions (15 minutes)

1. **Question Word Cards:** Show and explain each question word.
2. **Question Formation:** Model forming simple questions using the question words.
3. **Interactive Practice:** Have students practice forming and answering questions using picture cards or prompts.

4. Activity 3: Combining Consonant Blends and Questions (10 minutes)

1. **Sentence Creation:** Use consonant blends in sentences and ask students to form questions based on those sentences.
2. **Question Practice:** Students practice forming questions using sentences with consonant blends.

5. Conclusion (5 minutes):

1. **Recap:** Review key points about consonant blends and forming questions.
2. **Questions:** Allow students to ask any questions they have.

Homework/Extension:

- **Consonant Blends Worksheet:** Practice identifying and writing words with consonant blends.
- **Question Practice Worksheet:** Form and answer simple questions.

Assessment:

- Observe participation during activities.
- Review completed worksheets for understanding and correct usage.

Additional Guidance for Teachers**Consonant Blends:**

- Use visual aids and interactive games to practice blends.
- Include plenty of repetition and context for each blend.

Questions:

- Model question formation clearly and provide sentence stems.
- Use visual prompts and encourage students to ask and answer questions.

UNIT 8 LESSON PLAN

Before Teaching:

- **Introduce the Story:** Briefly explain the themes of kindness and friendship.
- **Preview the Text:** Read through the story to understand the key events and characters.

During Teaching:

- **Read Aloud:** Read the story with expression to engage students.
- **Discuss the Message:** Talk about the themes of kindness and how the mouse helps the lion.
- **Interactive Activity:** Have students role-play the story or draw scenes to reinforce understanding.
- **Q&A:** Ask students how they can show kindness in their own lives.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objective:

- Students will identify and count syllables in words.
- Students will recognize and use basic verbs.
- Students will understand and use common prepositions.

Materials Needed:

- Whiteboard and markers
- Syllable and verb flashcards
- Picture cards or simple sentences
- Preposition posters
- Worksheets for practice

Lesson Outline:

1. Introduction (5 minutes):

1. **Syllables:** Explain what a syllable is and demonstrate counting syllables in simple words.
2. **Verbs:** Define verbs as action words (e.g., run, jump) and give examples.

3. **Prepositions:** Introduce prepositions (e.g., in, on, under) and their role in indicating location or direction.

2. Activity 1: Syllables (10 minutes)

1. **Demonstration:** Clap out syllables in words (e.g., "apple" = 2 claps).
2. **Practice:** Have students count syllables in words using picture cards.
3. **Worksheet:** Students complete a worksheet on syllables, counting and marking them.

3. Activity 2: Verbs (15 minutes)

1. **Flashcards:** Show verbs and corresponding actions (e.g., jump, run).
2. **Verb Practice:** Students act out verbs and use them in simple sentences.
3. **Worksheet:** Fill in blanks with appropriate verbs.

4. Activity 3: Prepositions (10 minutes)

1. **Posters:** Use posters to show prepositions in context (e.g., "The cat is under the table").
2. **Interactive Practice:** Have students place objects according to prepositions (e.g., "Put the toy on the table").
3. **Worksheet:** Complete sentences with the correct prepositions.

5. Conclusion (5 minutes):

1. **Recap:** Review key points about syllables, verbs, and prepositions.
2. **Questions:** Answer any questions students may have.

Homework/Extension:

- **Syllable Practice:** Count syllables in new words.
- **Verb Worksheet:** Identify and use verbs in sentences.
- **Preposition Activity:** Describe where objects are using prepositions.

Assessment:

- Observe participation during activities.
- Review worksheets for understanding and correct usage.

Additional Guidance for Teachers

Syllables: Use clapping or tapping to help students count syllables. Incorporate visual aids and practice with simple words.

Verbs: Demonstrate actions and have students act them out. Use clear, repetitive examples to reinforce understanding.

Prepositions: Use physical objects for hands-on practice. Show clear, simple examples to illustrate prepositions in context.

UNIT 9 LESSON PLAN

Before Teaching:

- **Explain Importance:** Briefly discuss why classroom manners are important for a respectful learning environment.
- **Set Expectations:** Clearly outline the specific manners and behaviors expected (e.g., raising hands, listening when others speak).

During Teaching:

- **Model Behavior:** Demonstrate appropriate manners through role-play and real-time examples.
- **Practice and Reinforce:** Engage students in activities that require using classroom manners (e.g., group discussions, turn-taking).
- **Positive Reinforcement:** Praise and reward good manners to encourage continued use.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objectives:

- Students will correctly use "is," "am," and "are" in sentences.
- Students will identify and create rhyming words.
- Students will understand and practice greetings and social courtesies.

Materials Needed:

- Whiteboard and markers
- Flashcards with "is," "am," "are"
- Rhyming word cards
- Greeting and courtesy phrase cards
- Worksheets for practice

Lesson Outline:

1. Introduction (5 minutes):

1. **"Is," "Am," "Are":** Explain and give examples of each (e.g., "She is happy," "I am happy," "They are happy").
2. **Rhyming Words:** Define rhyming words and provide examples (e.g., cat, hat).
3. **Greetings & Social Courtesies:** Introduce common greetings and courtesies (e.g., "Hello," "Thank you").

2. Activity 1: "Is," "Am," "Are" (15 minutes)

1. **Demonstration:** Write sentences using "is," "am," and "are."
2. **Practice:** Students complete sentences with the correct form of the verb.
3. **Worksheet:** Fill in blanks with "is," "am," or "are."

3. Activity 2: Rhyming Words (10 minutes)

1. **Flashcards:** Show rhyming word pairs and have students identify the rhyming words.
2. **Rhyming Game:** Match rhyming words with picture cards or create simple rhymes.
3. **Worksheet:** Write or circle rhyming words in a list.

4. Activity 3: Greetings & Social Courtesies (10 minutes)

1. **Role-Play:** Practice greetings and courtesies with partners (e.g., saying "Hello" or "Thank you").
2. **Greeting Practice:** Use greeting cards to review and practice common social phrases.
3. **Worksheet:** Complete sentences with appropriate greetings or courtesies.

5. Conclusion (5 minutes):

1. **Recap:** Review the use of "is," "am," and "are," rhyming words, and social courtesies.
2. **Questions:** Answer any questions students may have.

Homework/Extension:

- **Verb Worksheet:** Practice using "is," "am," and "are" in sentences.
- **Rhyming Worksheet:** Find or create rhyming words.
- **Greeting Practice:** Use greetings and courtesies in everyday interactions.

Assessment:

- Observe participation during activities.
- Review worksheets for correct usage and understanding.

Additional Guidance for Teachers

"Is," "Am," "Are": Use simple, clear sentences and practice with lots of examples.

Rhyming Words: Use songs and rhymes to make it fun. Reinforce with visual aids.

Greetings & Social Courtesies: Role-play scenarios and practice daily interactions. Use visual cards for guidance.

UNIT 10 LESSON PLAN

Before Teaching:

- **Introduce the Topic:** Explain the basic concept of a seed's life cycle and how seeds move and grow.
- **Preview the Text:** Read through the text to familiarize students with the content and key terms.

During Teaching:

- **Read Aloud:** Read the text with clear pronunciation and expression.
- **Discuss Key Points:** Explain how seeds move by wind, water, and animals, and how they grow into new plants.
- **Interactive Activity:** Use visuals or models to show different seed movement methods. Engage students in a simple activity to illustrate seed dispersal (e.g., using a fan for wind, water play, or sticky objects for animals).
- **Q&A:** Encourage students to ask questions and discuss what they have learned about seeds.

Grade Level: 1

Subject: English

Duration: 50 minutes

Objective:

- Students will develop critical thinking skills through problem-solving activities.
- Students will practice spelling basic words.
- Students will expand their vocabulary with new words.
- Students will identify and use verbs in sentences.

Materials Needed:

- Whiteboard and markers
- Spelling and vocabulary flashcards
- Critical thinking puzzles or scenarios
- Verb flashcards
- Worksheets for practice

Lesson Outline:

1. Introduction (5 minutes):

1. **Critical Thinking:** Explain critical thinking as solving problems and making decisions.
2. **Spelling:** Introduce basic spelling rules and examples.
3. **Vocabulary:** Introduce new words and their meanings.
4. **Verbs:** Explain verbs as action words with simple examples.

2. Activity 1: Critical Thinking (10 minutes)

1. **Puzzle Solving:** Provide simple puzzles or problem-solving scenarios.
2. **Discussion:** Talk about the steps to solve the problems and think through solutions.

3. Activity 2: Spelling (10 minutes)

1. **Demonstration:** Spell out simple words and practice together.
2. **Spelling Game:** Use flashcards for a spelling bee or matching game.
3. **Worksheet:** Complete a spelling exercise with basic words.

4. Activity 3: Vocabulary (10 minutes)

1. **Introduce Words:** Present new vocabulary with flashcards and examples.
2. **Vocabulary Game:** Use matching or memory games to reinforce new words.
3. **Worksheet:** Match words with their meanings or use them in simple sentences.

5. Activity 4: Verbs (10 minutes)

1. **Flashcards:** Show verb flashcards and act out the actions.
2. **Verb Practice:** Use verbs in simple sentences and have students identify them.
3. **Worksheet:** Fill in blanks with appropriate verbs.

6. Conclusion (5 minutes):

1. **Recap:** Review key points about critical thinking, spelling, vocabulary, and verbs.
2. **Questions:** Answer any questions students may have.

Homework/Extension:

- **Critical Thinking:** Solve a simple problem-solving worksheet.
- **Spelling:** Practice spelling new words.

- **Vocabulary:** Use new vocabulary words in sentences.
- **Verbs:** Write sentences using different verbs.

Assessment:

- Observe participation during activities.
- Review completed worksheets for understanding and correct usage.

Additional Guidance for Teachers

Critical Thinking: Use simple, relatable problems and encourage discussion. Foster an environment where all ideas are valued.

Spelling: Incorporate visual aids and repetition. Use interactive spelling games to make learning engaging.

Vocabulary: Use context-rich examples and connect new words to students' everyday experiences. Reinforce through multiple exposures.

Verbs: Act out verbs and use visual cues. Provide clear examples and practice in various contexts to ensure understanding.

UNIT 11 LESSON PLAN

Before Teaching:

- **Introduce the Topic:** Explain the importance of environmental care and community involvement, focusing on the pond cleanup activity.
- **Preview the Text:** Read through the text to understand key events and vocabulary.

During Teaching:

- **Read Aloud:** Read the story with expression to highlight key events and emotions.
- **Discuss Key Points:** Explain why Zain and the class are cleaning the pond and the importance of helping the environment.
- **Interactive Activity:** Use visuals or role-play to demonstrate cleaning tasks and how to use cleanup tools.
- **Q&A:** Encourage students to ask questions about the story and discuss how they can help the environment.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objectives:

- Students will identify and use emotive words.
- Students will create and understand picture stories.
- Students will recognize and form plurals.

Materials Needed:

- Whiteboard and markers
- Emotive word flashcards
- Picture story cards
- Plural flashcards and worksheets
- Paper and crayons for drawing

Lesson Outline:

1. Introduction (5 minutes):

1. **Emotive Words:** Explain emotive words as words that express feelings (e.g., happy, sad).
2. **Picture Story:** Introduce picture stories as a way to tell a story using images.
3. **Plurals:** Explain plurals as words that mean more than one (e.g., cat/cats).

2. Activity 1: Emotive Words (10 minutes)

1. **Flashcards:** Show emotive words and discuss their meanings.
2. **Matching Game:** Match emotive words with corresponding facial expressions or situations.
3. **Worksheet:** Fill in blanks with emotive words based on given scenarios.

3. Activity 2: Picture Story (15 minutes)

1. **Story Creation:** Show a series of picture cards and ask students to create a simple story using them.
2. **Drawing:** Have students draw their own picture story and share it with the class.
3. **Discussion:** Discuss how the pictures and emotive words convey the story's message.

4. Activity 3: Plurals (10 minutes)

1. **Flashcards:** Show singular and plural word pairs and explain the difference.
2. **Practice:** Have students convert singular words to plural (e.g., dog/dogs).
3. **Worksheet:** Complete a worksheet by filling in the plural forms of given words.

5. Conclusion (5 minutes):

1. **Recap:** Review emotive words, picture stories, and plurals.
2. **Questions:** Answer any questions students may have.

Homework/Extension:

- **Emotive Words Worksheet:** Identify and use emotive words in sentences.
- **Picture Story:** Create a picture story at home and describe it to the class.
- **Plural Practice:** Write a list of singular and plural words.

Assessment:

- Observe participation during activities.
- Review worksheets and picture stories for understanding and correct usage.

Additional Guidance for Teachers

Emotive Words: Use visual aids and real-life examples to make feelings relatable. Encourage students to use emotive words in their sentences.

Picture Story: Guide students through the storytelling process with prompts and questions. Provide clear examples of how pictures can tell a story.

Plurals: Use tangible objects (e.g., toys) to demonstrate singular and plural forms. Provide plenty of practice with different nouns and contexts.

UNIT 12 LESSON PLAN

Before Teaching:

- **Introduce the Poem:** Explain that the poem is about expressing positive feelings toward mice.
- **Preview the Poem:** Read through the poem to familiarize students with its structure and rhyming pattern.

During Teaching:

- **Read Aloud:** Read the poem with clear expression to emphasize its rhythm and rhyme.
- **Discuss Content:** Talk about the characteristics of mice mentioned in the poem and why the author thinks they are nice.
- **Interactive Activity:** Have students illustrate or act out parts of the poem to reinforce understanding.
- **Q&A:** Encourage students to share their thoughts about mice and other animals.

Grade Level: 1

Subject: English

Duration: 45 minutes

Objective:

- Students will understand and identify the five senses.
- Students will recognize and use present tense verbs in sentences.

Materials Needed:

- Whiteboard and markers
- Five senses flashcards or objects (e.g., food, flowers, music)
- Present verb flashcards
- Worksheets for practice
- Sensory bins or bags

Lesson Outline:

1. Introduction (5 minutes):

1. **Five Senses:** Introduce the five senses (sight, hearing, touch, taste, smell) and their functions.
2. **Present Verbs:** Explain present tense verbs as actions happening now (e.g., run, eat).

2. Activity 1: Five Senses (10 minutes)

1. **Demonstration:** Use sensory bins or objects to explore each sense (e.g., tasting a piece of fruit for taste).
2. **Discussion:** Talk about what students experienced with each sense.
3. **Worksheet:** Complete a worksheet identifying which sense is used for different activities.

3. Activity 2: Present Verbs (15 minutes)

1. **Flashcards:** Show present tense verb flashcards and use them in simple sentences.
2. **Verb Practice:** Have students act out verbs and use them in sentences (e.g., "I run," "I eat").
3. **Worksheet:** Fill in blanks with appropriate present tense verbs in sentences.

4. Activity 3: Combine Concepts (10 minutes)

1. **Sensory Sentences:** Create sentences using present tense verbs related to the five senses (e.g., "I see the flowers," "I hear the music").
2. **Group Activity:** Have students use sensory words and present verbs to describe their experiences.

5. Conclusion (5 minutes):

1. **Recap:** Review the five senses and present tense verbs.
2. **Questions:** Answer any questions students may have.

Homework/Extension:

- **Five Senses Worksheet:** Draw or describe things they experience with each sense.
- **Present Verbs Practice:** Write simple sentences using present tense verbs.

Assessment:

- Observe participation during activities.
- Review worksheets for understanding and correct usage.

Additional Guidance for Teachers

Five Senses: Use hands-on activities to engage students. Encourage them to describe their sensory experiences with detailed language.

Present Verbs: Reinforce with interactive activities where students act out verbs. Provide plenty of examples and practice in context. Use visual aids to illustrate different verbs.

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پاکستان

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