

English

Grade 3

TEACHER RESOURCE BOOK



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Introduction to the Grade 3 Teaching Guide

Welcome to the Grade 3 English Teaching Guide! This guide is crafted to support educators in delivering a well-rounded and engaging English curriculum that nurtures students' language skills. The guide emphasizes building proficiency in reading, writing, listening, and speaking, while also fostering creativity, critical thinking, and effective communication.

Key Components:

1. **Learning Objectives:** Each lesson starts with clear learning objectives that outline what students should know, understand, and be able to do by the end of the lesson. These objectives are aligned with educational standards and focus on skill development.
2. **Teaching Strategies:** Practical, evidence-based strategies are provided to help teachers introduce and reinforce key concepts. This section includes methods for engaging students, promoting active participation, and addressing different learning styles through visual, auditory, and kinesthetic activities.
3. **Lesson Activities:** Each lesson includes a variety of interactive activities that encourage hands-on learning. These activities are designed to be student-centered, allowing for exploration, collaboration, and creativity. Examples include group discussions, role-playing, and guided reading exercises.
4. **Assessment and Evaluation:** This section offers tools for both formative and summative assessments, including rubrics, checklists, and self-assessment opportunities. It provides guidance on how to give constructive feedback that helps students improve and understand their own progress.
5. **Differentiation:** Strategies for differentiating instruction are provided to meet the diverse needs of learners in the classroom. This includes tips on modifying activities for students with varying levels of proficiency and special needs, as well as how to challenge advanced learners.
6. **Resources:** A curated list of recommended resources, including books, websites, apps, and multimedia tools, is provided to enhance the learning experience. These resources support both in-class learning and at-home practice.
7. **Classroom Management Tips:** This section offers practical advice on maintaining a positive and productive classroom environment. Tips include setting clear expectations, establishing routines, and using positive reinforcement to manage student behavior effectively.
8. **Cultural Awareness and Inclusion:** The guide emphasizes the importance of incorporating culturally responsive teaching practices. This includes using diverse texts, celebrating various cultural traditions, and encouraging students to share their own experiences.

9. **Integration of Technology:** Suggestions for incorporating technology into the classroom are provided, including using educational apps, interactive whiteboards, and online resources. Technology integration is designed to make learning more dynamic and accessible.
10. **Parental Involvement:** This section offers strategies for engaging parents and guardians in the learning process. Ideas include homework assignments that involve family participation, regular communication about student progress, and organizing family literacy nights.
11. **Reflection and Professional Development:** Teachers are encouraged to reflect on their teaching practices and seek opportunities for professional growth. This section provides suggestions for peer collaboration, attending workshops, and staying updated with the latest educational research.

Conclusion

The Grade 3 English Teaching Guide is designed to empower educators with a comprehensive set of tools and strategies to create an inclusive, dynamic, and supportive learning environment. By fostering a love for language and learning, this guide helps prepare students for continued academic success and lifelong communication skills.

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.

Checklist for Assessing Reading & Writing Comprehension in Grade 3

Use this checklist to evaluate and monitor students' reading and writing comprehension skills throughout the school year. The checklist is designed to help teachers identify areas of strength and areas needing improvement, providing a clear picture of each student's progress.

Reading Comprehension Checklist

1. Literal Understanding

- Identifies the main idea of a text.
- Recognizes and recalls specific details.
- Understands the sequence of events in a story.

2. Inferential Understanding

- Makes logical predictions based on text information.
- Infers characters' feelings and motives.
- Draws conclusions supported by evidence from the text.

3. Vocabulary Knowledge

- Understands key vocabulary within the context.
- Uses context clues to determine the meaning of unknown words.
- Identifies synonyms and antonyms of words in the text.

4. Text Connections

- Makes connections between the text and personal experiences.
- Relates the text to other texts (text-to-text connections).
- Connects the text to real-world events or situations.

5. Understanding of Genres

- Recognizes different types of texts (e.g., fiction, non-fiction, poetry).
- Understands the purpose of the text (to inform, entertain, persuade).

- Identifies characteristics of various genres (e.g., story elements in fiction).

6. Critical Thinking

- Identifies the author's purpose and point of view.
- Distinguishes between fact and opinion.
- Evaluates the credibility and relevance of information in the text.

7. Fluency

- Reads at an appropriate speed for understanding.
- Reads with expression and proper intonation.
- Self-corrects when misreading words or phrases.

Writing Comprehension Checklist

1. Idea Development

- Writes clear and focused content.
- Stays on topic throughout the writing piece.
- Provides relevant details and examples.

2. Organization

- Uses a logical sequence in writing.
- Includes a clear beginning, middle, and end.
- Uses transition words to connect ideas.

3. Sentence Structure

- Writes complete sentences.
- Varies sentence beginnings and lengths.
- Uses compound and complex sentences appropriately.

4. Grammar and Conventions

- Applies correct punctuation (e.g., periods, commas, exclamation marks).

- Uses correct capitalization (e.g., beginning of sentences, proper nouns).
- Applies correct subject-verb agreement.
- Spells grade-appropriate words correctly.

5. Vocabulary Use

- Chooses precise and descriptive words.
- Uses grade-level vocabulary correctly.
- Experiments with new words in writing.

6. Voice and Tone

- Writes in a way that is appropriate for the audience and purpose.
- Conveys a sense of the writer's personality or voice.
- Adjusts tone to suit the type of writing (e.g., formal vs. informal).

7. Editing and Revising

- Reviews and revises writing for clarity and coherence.
- Identifies and corrects grammatical and spelling errors.
- Improves writing by adding, removing, or rearranging content.

8. Creativity and Originality

- Demonstrates creativity in ideas and expression.
- Uses imagination to create engaging content.
- Incorporates original ideas and perspectives.

How to Use the Checklist?

- **Frequency:** Use this checklist regularly to track progress, such as monthly or after completing key assignments.
- **Observation:** Complete the checklist based on observations during reading and writing activities, as well as through formal assessments.

- **Feedback:** Provide students with feedback based on the checklist, focusing on strengths and areas for improvement.
- **Goal Setting:** Help students set specific goals for improving their reading and writing skills, using the checklist as a guide.

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 very)	g (go, giant); s (has, sit, sugar); c (cat, city); y (yes, sky,
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 tive -ary	-al -ance -ence -ent -ness -ful -less -able -ion -sion -tion - -ery -ible
18.	Other endings	-s -ing -er -ed -es -ish -ly -y
19.	Contractions	can't don't we'll won't we've you're
20.	Syllabication (Word attack)	in/ter/est gar/den cab/in ru/ler but/ton
21.	Anticipation of words, tenses, phrases, outcomes	Plurals (was/were) Pairs (Hot and) Tenses (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
specific

Silent reading. Skims for outline. Scans to locate
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 Teaching: Introduce the story by discussing the excitement and expectations students might feel when starting a new school year.

During Teaching: Encourage students to relate to the characters by sharing their goals and promises for the year.

After Teaching: Have students reflect on the story by writing their promises for the school year, emphasizing the importance of keeping them.

Grade Level: 3

Subject: English

Duration: 60 minutes

Objectives:

- **Analytical Reading:** Students will be able to identify key details and infer meaning from a short text.
- **Common & Proper Nouns:** Students will distinguish between common and proper nouns and use them correctly in sentences.
- **Sentence Making:** Students will construct sentences using proper grammar, focusing on the use of nouns.
- **Guided Paragraph:** Students will write a coherent paragraph using common and proper nouns, following a guided structure.

Materials Needed:

- Whiteboard and markers
- Copies of a short reading passage
- Sentence strips or index cards
- Worksheets for noun identification and sentence making
- Writing paper for guided paragraph activity

Lesson Outline:

1. Warm-Up Activity (10 minutes):

- **Objective:** Activate prior knowledge and introduce the lesson topics.
- Begin with a quick discussion about what students already know about nouns and sentence structure.
- Write a few sentences on the board and ask students to identify the nouns and classify them as common or proper.
- Introduce the concept of analytical reading by explaining that it involves thinking deeply about what we read.

2. Analytical Reading Activity (15 minutes):

- **Objective:** Develop students' analytical reading skills.
- Distribute copies of a short passage (related to a familiar topic or theme).
- Read the passage aloud as students follow along.
- Ask students to underline key details and circle any proper nouns they find in the text.
- Facilitate a discussion with questions like:
 - "What is the main idea of the passage?"
 - "Why do you think the author included this detail?"
 - "What can you infer about the characters based on what they do?"

3. Common & Proper Nouns Review (10 minutes):

- **Objective:** Reinforce understanding of common and proper nouns.
- Provide students with a worksheet that lists nouns from the reading passage and other examples.
- Ask them to classify each noun as common or proper.
- Review the answers as a class, discussing any misconceptions.

4. Sentence Making Activity (10 minutes):

- **Objective:** Practice sentence construction using common and proper nouns.

- Give each student a sentence strip or index card with either a common or proper noun.
- Students will form groups of three and create sentences using their nouns.
- Each group shares their sentence with the class, and the teacher writes some examples on the board.

5. Guided Paragraph Writing (15 minutes):

- **Objective:** Guide students in writing a structured paragraph.
- Provide a paragraph prompt related to the reading passage or another familiar topic (e.g., "Write a paragraph about your favorite place, including at least three common nouns and two proper nouns.").
- Model the process by brainstorming ideas and organizing them into a paragraph on the board.
- Students will then write their paragraphs individually, using the structure discussed.

6. Conclusion and Reflection (5 minutes):

- **Objective:** Summarize the lesson and reinforce learning.
- Review the key concepts covered in the lesson (analytical reading, nouns, sentence making, paragraph writing).
- Allow a few students to share their paragraphs.
- Encourage students to reflect on what they learned and how they can use these skills in their writing and reading.

Assessment:

- Informal assessment during discussions and activities.
- Review of students' worksheets, sentences, and paragraphs to assess understanding and correct use of common and proper nouns, as well as their ability to construct sentences and paragraphs.

Homework:

- Assign students to find a short passage at home, identify the common and proper nouns, and write a brief paragraph summarizing the passage.

Extension Activity:

- For advanced students, provide a more complex passage and ask them to analyze the author's use of nouns and how it affects the tone or message of the text.

Additional Teaching Guidance

Analytical Reading: Encourage students to actively engage with the text by analyzing key details, identifying main ideas, and making connections to deepen their understanding.

Common/Proper Nouns: Emphasize that common nouns name general items or people while proper nouns name specific ones and should always be capitalized to distinguish them.

Sentence Making: Reinforce that crafting clear and complete sentences involves using a subject and a predicate, and practicing sentence structure helps improve overall writing skills.

UNIT 2 LESSON PLAN

Before: Explain the importance of setting and following rules to ensure fairness and safety during games.

During: Encourage students to discuss and agree on rules before starting any game, emphasizing that rules help maintain fun and prevent conflicts.

After: Reflect with students on how following or not following rules impacted their experiences during the game.

Subject: English

Grade: 3

Duration: 60 minutes

Objective:

- Students will be able to identify and use verbs in sentences.
- Students will correctly use articles ("a," "an," "the") in sentences.
- Students will create a simple story using given prompts.
- Students will write a guided paragraph following a structured outline.
- Students will answer true/false questions based on a short passage.

Materials Needed:

- Whiteboard and markers
- Story prompts on cards
- Worksheets for verbs, articles, guided paragraphs, and true/false questions
- Visual aids for verbs and articles

Lesson Structure:

1. Introduction (10 minutes):

- **Start with a warm-up activity:** Ask students to name action words (verbs) and write them on the board.
- **Introduce articles:** Briefly explain the use of "a," "an," and "the" with examples.

- **Objective Sharing:** Tell students they will practice verbs and articles, create a story, write a paragraph, and answer true/false questions.

2. Activity 1: Verbs and Articles (15 minutes):

- **Verb Exercise:** Provide a short paragraph with missing verbs. Ask students to fill in the blanks using appropriate verbs.
- **Article Exercise:** Present sentences with missing articles and ask students to choose the correct article ("a," "an," or "the").

3. Activity 2: Story Making (15 minutes):

- **Story Prompt:** Give students a simple story prompt (e.g., "Once upon a time, there was a small cat who wanted to...").
- **Group Work:** In small groups, students create a short story using the prompt. Encourage them to use verbs and articles correctly.
- **Sharing:** Each group shares their story with the class.

4. Activity 3: Guided Paragraph Writing (10 minutes):

- **Guided Paragraph:** Provide an outline for a paragraph (e.g., topic sentence, supporting details, conclusion).
- **Writing:** Students write a paragraph using the outline provided, focusing on proper sentence structure, verbs, and articles.

5. Activity 4: True/False Instructions (10 minutes):

- **Reading Passage:** Present a short passage related to the theme of the lesson.
- **True/False Questions:** Students read the passage and answer true/false questions based on the content.

6. Conclusion (5 minutes):

- **Review:** Recap the key points of the lesson—verbs, articles, story creation, paragraph writing, and comprehension.
- **Reflection:** Ask students what they enjoyed the most and if they have any questions about what they learned.

Homework:

- Assign a worksheet with exercises on verbs, articles, and a short passage with true/false questions.

Assessment:

- Monitor students' participation during group activities.
- Review completed worksheets and paragraph writing for correct use of verbs, articles, and comprehension.

Additional Teaching Guidance

Verbs: Encourage students to act out verbs to reinforce their understanding of action words.

Articles: Use visual aids or real objects to help students grasp when to use "a," "an," and "the."

Story Making: Prompt students to think about their story's beginning, middle, and end to create a clear narrative structure.

Guided Paragraph: Remind students to stick to the outline provided to ensure their paragraph is well-organized.

True/False Instructions: Advise students to read the passage twice before answering the true/false questions to improve accuracy.

UNIT 3 LESSON PLAN

Before: Ask students to name their family members who live in their homes.

During: Emphasize the importance of a happy home.

After: Ask students to draw their family tree.

Subject: English
Grade: 3
Duration: 60 minutes
Objective:
- Students will learn and use contractions with "has" and "have." - Students will give and follow simple instructions and directions. - Students will classify nouns by gender. - Students will write clear instructions or directions for a given task.

Materials Needed:

- Whiteboard and markers
- Flashcards with contractions (e.g., "he's," "they've")
- Gender classification charts
- Sample maps or diagrams for direction-giving
- Worksheets for contractions, gender classification, and instruction writing

Lesson Structure:

1. Introduction (10 minutes):

- Warm-up Activity:** Write sentences on the board using "has" and "have" (e.g., "She has a book," "They have pens"). Introduce contractions (e.g., "She's," "They've").
- Objective Sharing:** Explain that students will practice contractions, give and follow directions, classify gender, and write instructions.

2. Activity 1: Has/Have Contractions (15 minutes):

- **Explanation:** Demonstrate how "has" and "have" form contractions (e.g., "He has" becomes "He's").
- **Practice:** Distribute flashcards with full phrases and have students pair them with the correct contractions.
- **Worksheet:** Provide a worksheet where students convert sentences using "has" and "have" into contractions.

3. Activity 2: Instructions/Direction (15 minutes):

- **Giving Directions:** Introduce the concept of giving clear directions using simple language. Show examples with a classroom map or diagram.
- **Pair Activity:** Students take turns giving and following directions to move around the classroom or find objects.
- **Discussion:** Discuss why clear instructions are important and how they help people complete tasks.

4. Activity 3: Classify Gender (10 minutes):

- **Gender Classification:** Present a chart with different nouns (e.g., boy, girl, actor, actress). Explain how some nouns have gender-specific forms.
- **Sorting Activity:** Provide students with a list of nouns and have them classify them into male, female, or neutral categories.
- **Sharing:** Go over the correct classifications as a class.

5. Activity 4: Writing Instructions/Directions (15 minutes):

- **Introduction to Instruction Writing:** Explain how to write clear and concise instructions, emphasizing the importance of order and clarity.
- **Practice:** Provide a simple task (e.g., making a sandwich, drawing a shape) and have students write step-by-step instructions.
- **Peer Review:** Students exchange their written instructions and try to follow each other's directions.

6. Conclusion (5 minutes):

- **Review:** Recap the day's lesson on contractions, giving/following directions, gender classification, and writing instructions.
- **Reflection:** Ask students to share what they found easy or challenging and why.

Homework:

- Assign a worksheet with exercises on has/have contractions, gender classification, and a task where they write instructions for a family member to follow.

Assessment:

- Observe students' participation during activities and check their worksheets for accuracy.
- Evaluate the clarity and completeness of the instructions they write during the lesson.

Additional Teaching Guidance

Has/Have Contractions: Encourage students to practice contractions by saying full phrases aloud and then shortening them into contractions.

Instructions/Direction: Emphasize the importance of using simple, clear language when giving directions to avoid confusion.

Classify Gender: Use visuals or real-life examples to help students better understand gender-specific nouns.

Writing Instructions/Directions: Remind students to write steps in the correct order, using action verbs to make their instructions clear and precise.

UNIT 4 LESSON PLAN

- **Before:** Ask students about their favorite foods. Write them on the board and categorize them (e.g., fruits, vegetables, meats).
- **During:** Read the story of Talha enthusiastically. Use voices and expressions to make it engaging
- **After:** Ask the students three benefits of eating vegetables.

Grade Level: 3

Subject: English

Duration: 60 minutes

Objectives:

Students will be able to create simple and compound sentences using various subjects and predicates.

Students will identify and use subject pronouns (I, you, he, she, it, we, they) correctly in sentences.

Students will identify and use words containing digraphs (ch, sh, th) and trigraphs (tch, dge) in their writing.

Students will engage in a guided descriptive writing activity to enhance their narrative skills.

Materials Needed:

- Whiteboard and markers
- Sentence strips or index cards
- Images (for descriptive writing prompt)
- Worksheets with digraph and trigraph examples
- "Guess Who?" cards (images of objects or people)
- Writing paper and pencils

Lesson Flow

1. Introduction (10 minutes)

1. **Warm-Up Activity:** Begin by reviewing pronouns. Ask students, “What is a pronoun?” and invite them to respond. Write the pronouns on the board as they call them out.
2. **Engagement:** Introduce the main topics: sentence making and using pronouns. Explain the importance of these in writing and speaking.

2. Instruction (20 minutes)

3. **Direct Instruction on Sentences:** Explain the structure of a simple sentence (Subject + Verb + Object) and provide examples. Illustrate how to transform a sentence by replacing nouns with pronouns (e.g., “Lisa reads books” to “She reads them”).
4. **Teaching Digraphs/Trigraphs:** Display examples of words containing digraphs and trigraphs. Read them aloud together. Engage students in identifying more words that fit these categories.
5. **Guided Writing:** Show an image that will serve as a writing prompt. Discuss what details they see and how to describe it using sentences with pronouns.

3. Activities (20 minutes)

1. **Activity 1: Sentence Assembly (10 minutes)**
 - Divide students into small groups.
 - Provide them with sentence strips or index cards, each containing either a subject or a verb. Ask them to create sentences using these cards and include pronouns where possible.
 - Have groups share their sentences with the class.
2. **Activity 2: Descriptive Writing (10 minutes)**
 - Using the image from earlier, guide students to write a few descriptive sentences about what they see. Encourage them to use at least one pronoun and one word with a digraph or trigraph in their sentences.
 - Allow a few students to read their descriptions aloud.

4. Closure (10 minutes)

8. **Review and Reflect:** Recap what they learned about sentence construction, the use of pronouns, and how to incorporate digraphs/trigraphs into their writing.
9. **Exit Ticket:** Ask each student to write one sentence that includes a pronoun and a word with a digraph/trigraph. Collect these as they leave to assess understanding.

Assessment

- Observation of participation in group activities.
- Review of sentences created during the sentence assembly activity and descriptive writing task.
- Evaluate the exit ticket to understand pronouns and digraph/trigraph usage.

Additional Teaching Guidance

Sentence Making

Encourage students to create sentences by combining subjects and predicates using sentence frames or word cards, and emphasize the importance of using complete thoughts and varying sentence structures for more engaging writing.

Pronouns

Introduce pronouns by showing how they can replace nouns in sentences to avoid repetition, and provide engaging examples and exercises where students practice substituting nouns with the correct pronouns within their own sentences.

Digraphs/Trigraphs

Use visual aids such as word walls and flashcards to introduce digraphs (like 'ch', 'sh', 'th') and trigraphs (like 'dge', 'tch'), and engage students in activities that involve identifying and using these phonetic elements in reading and writing to enhance their phonological awareness.

Guided Descriptive Writing

Implement a step-by-step approach to descriptive writing by using prompts and anchor charts to help students brainstorm sensory details of a specific topic (like a favorite place), then guide them through drafting, revising, and sharing their writing, while encouraging the use of vivid adjectives and varied sentence structures.

UNIT 5 LESSON PLAN

Before: Ask the students if they have read about the kindness of the Holy Prophet ﷺ to children.

During: Tell the student to note down the various traits of the Holy Prophet ﷺ.

After: Discuss with students to write down the traits in their notebooks.

Grade: 3
Subject: English
Duration: 1 hour
Objectives:
i. Students will identify and use adjectives in their writing. ii. Students will use the present continuous tense to describe ongoing actions. iii. Students will understand and use conjunctions effectively. iv. Students will learn the basic elements of story writing, focusing on character, setting, and plot.

Materials Needed:

- Whiteboard and markers
- Adjective flashcards
- A selection of picture books or short stories
- Blank storyboard templates
- Worksheets for present continuous and conjunction exercises
- Writing paper and pencils

Lesson Procedure

1. Introduction (10 minutes)

- **Greeting and Warm-Up:** Start with a brief discussion about adjectives, present continuous tense, and conjunctions. Ask students what they know about these topics.
- **Introduce Objectives:** Explain what students will be learning and achieving by the end of the lesson.

2. Adjectives (15 minutes)

- **Direct Instruction:** Explain what adjectives are and give examples. Use flashcards with different adjectives.
- **Activity:** Have students describe an object in the classroom using adjectives and write their sentences on the board. Encourage the use of at least three adjectives.

3. Present Continuous Tense (10 minutes)

- **Explanation:** Teach students how to formulate present continuous sentences. Provide examples such as "I am running," "She is reading."
- **Group Activity:** Call out various actions, and have students respond in the present continuous (e.g., "What are you doing?" followed by their sentences).

4. Conjunctions (10 minutes)

- **Introduction:** Explain conjunctions and their purpose in connecting ideas. Discuss examples like "and," "but," "or."
- **Group Exercise:** Create sentences by connecting two ideas using conjunctions. For example, "I like ice cream, but I prefer cake."

5. Story Writing Basic Elements (15 minutes)

- **Story Elements Introduction:** Discuss the importance of characters, settings, and plots in stories.
- **Guided Practice:** Read a short story or a picture book, then identify and chart the characters, settings, and plot elements with the class.

6. Closure (5 minutes)

- **Review:** Recap the main points covered in the lesson: adjectives, present continuous, conjunctions, and story writing elements.
- **Exit Ticket:** Ask each student to write a sentence using an adjective, in the present continuous tense, and include a conjunction.

Assessment

- **Observational Assessment:** Monitor student participation during discussions and activities.
- **Worksheets:** Collect completed worksheets to assess understanding of present continuous and conjunctions.
- **Exit Ticket:** Review the sentences written for correct use of grammar and understanding of the lesson concepts.

Additional Teaching Guidance

Adjectives: Use varied activities to keep students engaged, such as a game where they highlight adjectives in their favorite books.

Present Continuous: Incorporate movement into the lesson by having students perform actions that they then describe using the present continuous.

Conjunctions: Create fun visual aids or anchor charts with examples of conjunctions to reinforce concepts during writing sessions.

Story Writing Elements: Utilize storyboards to help students visualize their characters and plot, making writing more structured and less abstract.

UNIT 6 LESSON PLAN

Before: Read the poem aloud to the class, encouraging students to visualize the ice cream-making process and express what they believe the outcome will be, fostering an anticipatory mindset prior to engaging with the text.

During: As the class reads through the poem line by line, stop after each stanza to discuss what the action is (e.g., mixing, pouring) and why it is important in the process of making ice cream, promoting comprehension and interaction with the material.

After: Allow students to reflect on how it felt to create and enjoy a result similar to what they conceptualized in the poem, linking experiential learning with textual interpretation.

Grade Level: 3

Subject: English

Duration: 1 week (5 class periods)

Objectives:

1. Students will identify and use subject and object pronouns correctly.
2. Students will understand and create contractions using appropriate words.
3. Students will write sentences using transitional words for clarity in composition.
4. Students will design invitation cards that incorporate the grammar skills learned.

Day 1: Introduction to Pronouns

Materials: Whiteboard, markers, printable pronoun worksheets.

Activities:

- **Introduction** (10 minutes): Explain pronouns using familiar examples. Define subject and object pronouns with examples:
 - Subject Pronouns: I, you, he, she, it, we, they.
 - Object Pronouns: me, you, him, her, it, us, them.

- **Interactive Practice** (20 minutes): Have students fill in a worksheet where they replace nouns with the correct pronouns in sentences.
- **Closure** (10 minutes): Discuss answers as a class, emphasizing the role of each type of pronoun.

Day 2: Exploring Contractions

Materials: Chart paper with common contractions, contraction worksheets, colored markers.

Activities:

- **Introduction** (15 minutes): Review the definition of contractions and discuss why we use them (to simplify expressions). Display common contractions (is not = isn't, do not = don't, etc.) on the board.
- **Hands-On Activity** (20 minutes): In pairs, students create contraction flashcards for a list of words. They will write the two words and the contraction on flashcards.
- **Practice Session** (15 minutes): Students will work independently using a contraction worksheet where they identify and match contractions to their expanded forms.

Day 3: Writing Using Transitional Words

Materials: Example sentences with transitional words, and worksheets on transitional phrases.

Activities:

- **Introduction** (10 minutes): Introduce transitional words (first, next, then, finally) and their use in writing to connect ideas.
- **Collaborative Writing** (20 minutes): Model a short story using transitional phrases; have students contribute ideas to create a class story.
- **Independent Practice** (15 minutes): Assign students to write a short paragraph using at least three transitional phrases correctly.

Day 4: Applying Skills - Invitation Card Creation

Materials: Cardstock, colored pens, example invitation cards.

Activities:

- **Introduction** (10 minutes): Discuss the purpose of invitation cards and the elements that should be included (who, what, where, when, RSVP).

- **Individual Task** (30 minutes): Students design their own invitation cards for a fictional event. Encourage them to incorporate pronouns and contractions in the text. Provide templates for students needing help with layout.
- **Share and Discuss** (10 minutes): Allow students to present their invitations to a partner and explain their choices.

Day 5: Review and Showcase

Materials: Students' invitation cards, assessment rubrics for peer feedback.

Activities:

- **Review Session** (15 minutes): Review all topics covered during the week. Discuss the importance of pronouns, contractions, transitional words, and writing clarity.
- **Showcase** (25 minutes): Conduct a mini-exhibit where students display their invitation cards and share them with the class. Encourage feedback on the use of grammar skills in their writing.
- **Closure** (10 minutes): Conduct a quick assessment (exit ticket) where students write a sentence using a subject pronoun, an object pronoun, and a contraction.

Assessment and Feedback

- **Daily Observations:** Monitor student participation and understanding through class discussions and group work.
- **Worksheets and Assignments:** Provide feedback on worksheets related to pronouns and contractions.
- **Final Showcase:** Evaluate the invitations based on grammar accuracy, creativity, and inclusion of learned skills.

UNIT 7 LESSON PLAN

Before: Introduce the main characters and setting of the story, discussing the differences between city and country life to activate prior knowledge and set the context.

During: Encourage students to visualize the scenes and emotions of the characters, pausing to discuss key events and decisions made by the city mouse and the village mouse.

After: Facilitate a discussion on the moral of the story, comparing the characters' lifestyles and choices, and have students express their preferences for city or country living.

Grade Level: 3
Subject: English
Duration: 1 hour
Objective: By the end of the lesson, students will be able to identify possessive singular nouns, use action verbs appropriately, write in the simple past tense, and create a creative ending for a story.

Materials Needed:

- Whiteboard and markers
- Chart paper
- Worksheets on possessive nouns, action verbs, and simple past tense
- Example story (without ending)
- Pencils and erasers
- Optional: access to a digital platform (like a projector) for multimedia resources

Lesson Structure:

1. Introduction (10 minutes)

- Briefly introduce each concept:
 - **Possessive Singular Nouns** - Explain that these nouns show ownership (e.g., the dog's collar).
 - **Action Verbs** - Define action verbs and give examples (e.g., jump, run, sing).

- **Simple Past Tense** - Discuss how verbs change to indicate actions that happened in the past (e.g., walk → walked).
 - **Creative Endings** - Talk about how stories can have unexpected and imaginative endings.
- Engage students by asking them if they can think of examples for each concept.

2. Guided Practice (20 minutes)

- **Possessive Singular Nouns:**
 - Show sentences on the whiteboard and have students identify and rewrite possessive nouns with the correct apostrophes.
 - For example: “The book of Mary” becomes “Mary’s book.”
- **Action Verbs:**
 - Write sentences on the board and ask students to underline the action verbs (e.g., “The dog runs in the park”).
- **Simple Past Tense:**
 - Provide a list of present tense verbs and ask students to convert them into past tense (e.g., run → ran).
- Encourage students to work in pairs to create sentences using these concepts.

3. Independent Practice (15 minutes)

- **Worksheet Activity:**
 - Distribute worksheets that include:
 - Fill-in-the-blank sentences for possessive nouns.
 - A section to match action verbs to their definitions.
 - Exercises to convert present tense verbs to past tense.
- **Creative Ending:**
 - Give them an incomplete story (e.g., “Once upon a time, there was a brave knight...”) and ask them to write a creative ending that incorporates possessive nouns, action verbs, and at least one simple past tense verb.

4. Sharing (10 minutes)

- Invite students to share their creative endings with the class or in small groups.
- Discuss how their endings changed the story and what elements made them creative.

5. Closure (5 minutes)

- Review the key concepts learned about possessive nouns, action verbs, simple past tense, and writing creative endings.
- Ask students to reflect on how they might use these skills in their writing.

Assessment:

- Collect and assess the worksheets for understanding of possessive nouns, action verbs, and simple past tense.
- Evaluate the creative endings for their use of grammar and creativity.

Additional Teaching Guidance

Possessive Singular Nouns: Highlight that possessive singular nouns show ownership by adding an apostrophe and an "s" to the noun, making it clear who or what owns something.

Action Verbs: Emphasize that action verbs describe what someone or something is doing, and using a variety of action verbs can make writing more dynamic and engaging.

Past Tense: Reinforce that past tense verbs indicate actions that have already happened, and knowing how to correctly form and use them helps convey clear and accurate timelines in writing.

UNIT 8 LESSON PLAN

Before: Briefly explain the importance of fire safety and having a plan in place during emergencies.

During: Guide students through the steps to take when a fire alarm goes off, emphasizing crawling to safety and signaling for help.

After: Reinforce the lesson by discussing how to practice these steps at home with family members.

Grade: 3
Subject: English
Duration: 60 minutes
Learning Objectives:
1. Possessive Plural Nouns: Students will identify and correctly use possessive plural nouns in sentences. 2. Linking Verbs (be): Students will recognize and use linking verbs (am, is, are, was, were) appropriately in sentences. 3. Simple Past Continuous: Students will form and use the simple past continuous tense to describe actions happening at a specific time in the past. 4. Correct Punctuation: Students will apply correct punctuation in their writing, focusing on periods, commas, and question marks. 5. Fact/Opinion Sentences: Students will distinguish between fact and opinion and create sentences that clearly state facts and opinions.

Materials Needed:

- Whiteboard and markers
- Worksheets on possessive plural nouns, linking verbs, simple past continuous, punctuation, and fact/opinion sentences
- Writing notebooks and pencils
- Chart paper and markers for group activities

Lesson Structure:

1. Introduction (10 minutes):

- Begin with a brief discussion on each of the topics:
 - **Possessive Plural Nouns:** Explain that they show ownership by more than one person or thing (e.g., "The students' books").
 - **Linking Verbs (be):** Introduce linking verbs and their function in sentences.
 - **Simple Past Continuous:** Explain the tense and its use to describe ongoing actions in the past.
 - **Correct Punctuation:** Review basic punctuation marks and their importance in writing.
 - **Fact/Opinion Sentences:** Discuss the difference between fact and opinion.

2. Direct Instruction (15 minutes):

- **Possessive Plural Nouns:** Write examples on the board and ask students to convert singular possessive nouns to plural possessive nouns.
- **Linking Verbs (be):** Provide sentences with missing verbs and have students fill in the correct linking verb.
- **Simple Past Continuous:** Demonstrate how to form the simple past continuous tense and provide sample sentences.
- **Correct Punctuation:** Show examples of sentences with missing punctuation and ask students to correct them.
- **Fact/Opinion Sentences:** Present a few sentences and ask students to identify whether they are facts or opinions.

3. Guided Practice (15 minutes):

- Distribute worksheets that include exercises on each topic:
 - **Possessive Plural Nouns:** Students write sentences using given plural nouns in possessive form.
 - **Linking Verbs:** Fill in the blanks with the correct form of "be" verbs.
 - **Simple Past Continuous:** Complete sentences using the past continuous tense.
 - **Correct Punctuation:** Rewrite sentences with correct punctuation.
 - **Fact/Opinion Sentences:** Sort a list of statements into fact or opinion columns.

4. Group Activity (10 minutes):

- Divide students into small groups and assign each group one of the topics.
- Each group will create a poster explaining their assigned topic with examples. They will present their poster to the class.

5. Independent Practice (10 minutes):

- Students will write a short paragraph that incorporates:
 - At least two possessive plural nouns.
 - One sentence using a linking verb.
 - A sentence in the simple past continuous tense.
 - Correct punctuation throughout.
 - One fact and one opinion sentence.

6. Conclusion and Review (10 minutes):

- Review key concepts by asking students to share their paragraphs.
- Provide feedback on the use of possessive plural nouns, linking verbs, simple past continuous tense, punctuation, and fact/opinion distinctions.
- Summarize the lesson by reiterating the importance of these grammar elements in clear communication.

Assessment:

- Evaluate students' worksheets and independent writing for correct usage of possessive plural nouns, linking verbs, past continuous tense, punctuation, and fact/opinion sentences.

- Observe group activity participation and poster presentations for understanding and engagement.

Homework:

- Assign students to find examples of possessive plural nouns, linking verbs, simple past continuous, and fact/opinion sentences in a book or article at home. Have them bring the examples to the next class for discussion.

Additional Teaching Guidance

Possessive Plural Nouns: Clarify that the apostrophe in possessive plural nouns typically comes after the "s" (e.g., "dogs' collars") to show ownership by more than one.

Linking Verbs (be): Emphasize that linking verbs connect the subject to additional information, often describing a state of being (e.g., "She is happy").

Simple Past Continuous: Highlight that the past continuous tense often pairs with specific time references to describe an ongoing action (e.g., "They were playing at 5 PM").

Correct Punctuation: Remind students that correct punctuation not only clarifies meaning but also enhances the readability of their writing.

Fact/Opinion Sentences: Encourage students to back up facts with evidence and understand that opinions reflect personal beliefs or feelings.

UNIT 9 LESSON PLAN

Before: Introduce the poem by discussing students' perceptions of teachers outside of school to build curiosity and connection with the content.

During: Guide students to visualize the scenes in the poem and discuss the emotions the narrator feels when encountering the teacher outside of school.

After: Encourage students to share their own experiences or thoughts about seeing teachers in unexpected places to reinforce the poem's theme of teachers as regular people.

Grade: 3
Subject: English
Duration: 60-70 minutes
Learning Objectives:
1. Possessive Irregular Nouns: Students will identify and correctly use possessive forms of irregular nouns in sentences.
2. Adverbs: Students will recognize and use adverbs to modify verbs, adjectives, and other adverbs.
3. Modal Verbs: Students will understand and apply modal verbs (can, could, will, would, should, must) to express ability, possibility, permission, and obligation.
4. Present Perfect Tense: Students will form and use the present perfect tense to describe actions that have occurred at an unspecified time or that have relevance to the present.
5. Guided Poetry Writing: Students will create a short poem, following guided prompts that focus on structure, rhyme, or theme.
6. Personal Recount: Students will write a personal recount, reflecting on a recent experience with a clear beginning, middle, and end

Materials Needed:

- Whiteboard and markers
- Worksheets on possessive irregular nouns, adverbs, modal verbs, present perfect tense, and poetry writing
- Writing notebooks and pencils
- Example poems and personal recounts
- Chart paper and markers for group activities

Lesson Structure:

1. Introduction (10 minutes):

- Begin with a brief discussion on each of the topics:
 - **Possessive Irregular Nouns:** Explain that some nouns have irregular plural forms (e.g., "children" becomes "children's" to show possession).
 - **Adverbs:** Introduce adverbs as words that modify verbs, adjectives, or other adverbs, often answering how, when, where, or to what extent.
 - **Modal Verbs:** Discuss modal verbs and their use in expressing abilities, possibilities, and obligations.
 - **Present Perfect Tense:** Explain that the present perfect tense describes actions that have occurred at an unspecified time before now (e.g., "I have seen that movie").
 - **Guided Poetry Writing:** Introduce the concept of creating poems with guidance on themes or structures.
 - **Personal Recount:** Explain the personal recount as a way of telling a true story from one's own life.

2. Direct Instruction (20 minutes):

- **Possessive Irregular Nouns:** Write examples on the board (e.g., "geese's honks," "children's toys") and discuss how they show possession.
- **Adverbs:** Provide sentences and ask students to identify the adverbs and explain what they modify.
- **Modal Verbs:** Create sentences together using modal verbs, discussing the subtle differences in meaning (e.g., "can" vs. "could").
- **Present Perfect Tense:** Demonstrate the formation of the present perfect tense and provide examples showing its use.

- **Guided Poetry Writing:** Introduce a simple poetry structure (e.g., couplets or acrostic) and explain the theme or prompt students will use.
- **Personal Recount:** Provide a sample recount and discuss its structure (introduction, events in order, conclusion).

3. Guided Practice (15 minutes):

- Distribute worksheets that include exercises on each topic:
 - **Possessive Irregular Nouns:** Students write sentences using given irregular nouns in possessive form.
 - **Adverbs:** Students identify and use adverbs in context.
 - **Modal Verbs:** Fill in the blanks with appropriate modal verbs based on given scenarios.
 - **Present Perfect Tense:** Complete sentences using the present perfect tense.
 - **Guided Poetry Writing:** Start writing a poem based on the prompt provided.
 - **Personal Recount:** Outline a recent personal experience, noting key events.

4. Group Activity (15 minutes):

- Divide students into small groups, assigning each group a different focus (e.g., nouns, adverbs, modals, tense, poetry, recount).
- Each group will create a poster or a short presentation summarizing key points about their assigned topic, including examples.

5. Independent Practice (15-20 minutes):

- **Possessive Irregular Nouns:** Students write a paragraph incorporating at least two possessive irregular nouns.
- **Adverbs & Modal Verbs:** Students write a few sentences using adverbs and modal verbs together.
- **Present Perfect Tense:** Students write sentences about things they have done recently using the present perfect tense.
- **Guided Poetry Writing:** Complete the poem started during guided practice, focusing on rhyme, theme, or structure.
- **Personal Recount:** Write a full personal recount based on the outline created earlier, ensuring it has a clear beginning, middle, and end.

6. Conclusion and Review (10 minutes):

- Review the key concepts of the lesson by asking volunteers to share their work.
- Provide feedback, focusing on the correct use of possessive irregular nouns, adverbs, modal verbs, present perfect tense, and creativity in poetry and recount writing.
- Summarize the lesson by reiterating how these different language skills contribute to effective communication.

Assessment:

- Evaluate students' worksheets, group activity participation, and independent writing for understanding and correct application of the concepts.
- Assess poetry and recounts for creativity, structure, and coherence.

Homework:

- Assign students to find examples of adverbs, modal verbs, and present perfect tense in a book or article at home. They should also write another poem or recount on a new theme and bring it to the next class for sharing.

Additional Teaching Guidance

Possessive Irregular Nouns: Emphasize that students should be aware of both the irregular plural form and the correct placement of the apostrophe to show possession.

Adverbs: Encourage students to think about how adverbs add detail to sentences, making their writing more vivid and precise.

Modal Verbs: Highlight how modal verbs can subtly change the meaning of a sentence, particularly in expressing degrees of certainty, permission, or obligation.

Present Perfect Tense: Reinforce that the present perfect tense often connects past actions to the present, indicating relevance or completion.

Guided Poetry Writing: Remind students to focus on expressing emotions or ideas clearly, even while following a structured format.

Personal Recount: Encourage students to use descriptive details and sequence words to make their recounts engaging and easy to follow.

UNIT 10 LESSON PLAN

Before: Introduce the lesson by discussing the importance of religious beliefs and practices in shaping cultural and personal identity.

During: Guide students through the content by highlighting the core beliefs and practices of Islam, encouraging questions and reflections on how these practices are observed.

After: Reinforce the teachings by asking students to reflect on how the principles of kindness, respect, and honesty are applied in their daily lives, both within and outside their religious practices.

Grade: 3
Subject: English
Duration: 60 minutes
Learning Objectives:
1. Adverbs of Manner and Time: Students will identify and use adverbs of manner (how something is done) and time (when something is done) in sentences.
2. Simple Sentences: Students will create and recognize simple sentences with a clear subject and predicate.
3. Auxiliary Verbs: Students will identify and correctly use auxiliary verbs (am, is, are, was, were, have, has, do, does) to form different tenses and questions.

Materials Needed:

- Whiteboard and markers
- Worksheets with exercises on adverbs of manner and time, simple sentences, and auxiliary verbs
- Flashcards with examples of adverbs and auxiliary verbs
- Writing notebooks and pencils

Lesson Structure:

1. Introduction (10 minutes):

- **Adverbs of Manner and Time:** Begin by explaining that adverbs describe how or when actions happen. Provide examples such as "quickly" (manner) and "yesterday" (time).
- **Simple Sentences:** Explain that a simple sentence has one subject and one predicate, such as "The cat sleeps."
- **Auxiliary Verbs:** Introduce auxiliary verbs as "helper" verbs that assist the main verb to form different tenses, questions, or negatives. Provide examples like "is running," "have eaten," and "does he play?"

2. Direct Instruction (20 minutes):

- **Adverbs of Manner and Time:** Write sentences on the board and ask students to identify the adverbs. Discuss how these adverbs modify the verb by explaining how or when the action occurs. For example, "She sings beautifully" (manner) or "They arrived yesterday" (time).
- **Simple Sentences:** Write several sentences on the board and have students identify the subject and predicate. Show how a simple sentence can convey a complete idea.
- **Auxiliary Verbs:** Write sentences using auxiliary verbs and discuss their role in forming different tenses or questions. For instance, "She is eating," "They were playing," "Does he know?"

3. Guided Practice (15 minutes):

- **Adverbs of Manner and Time:** Distribute a worksheet where students match verbs with appropriate adverbs of manner or time to form sentences (e.g., "run quickly," "arrive today").
- **Simple Sentences:** Provide a list of subjects and predicates; students will combine them to create simple sentences.
- **Auxiliary Verbs:** Give students sentences with missing auxiliary verbs and ask them to fill in the blanks (e.g., "She ____ reading a book").

4. Group Activity (10 minutes):

- **Adverb Sentence Building:** Divide students into small groups. Give each group a set of flashcards with verbs, adverbs of manner, and adverbs of time. Have them form sentences using the flashcards and share with the class.
- **Simple Sentences:** Each group will write 3-4 simple sentences on chart paper and highlight the subject and predicate in different colors.

- **Auxiliary Verbs:** Have each group create a short dialogue or story using auxiliary verbs, focusing on correct tense usage.

5. Independent Practice (10 minutes):

- **Adverbs of Manner and Time:** Students will write 5 sentences in their notebooks, using both adverbs of manner and time.
- **Simple Sentences:** Write 3 simple sentences of their own, ensuring each has a clear subject and predicate.
- **Auxiliary Verbs:** Write 3 sentences using auxiliary verbs in different tenses, one in present continuous, one in past continuous, and one in a question form.

6. Conclusion and Review (5 minutes):

- Review the key points by asking students to share examples of adverbs, simple sentences, and auxiliary verbs.
- Clarify any misunderstandings and encourage students to use these elements in their daily writing.
- Recap the lesson by emphasizing how adverbs add detail, how simple sentences are foundational to clear communication, and how auxiliary verbs help convey time and meaning in sentences.

Assessment:

- Evaluate students' worksheets, group activity participation, and independent practice for understanding and correct application of adverbs, simple sentences, and auxiliary verbs.
- Provide feedback, highlighting correct use and areas for improvement.

Homework:

- Assign students to find adverbs of manner and time in a book or article they are reading at home and write down the sentences.
- Have them write 3 additional simple sentences using auxiliary verbs and adverbs, to be reviewed in the next class.

Additional Teaching Guidance

Adverbs of Manner and Time: Encourage students to experiment with different adverbs to see how they can change the tone and pace of a sentence.

Simple Sentences: Remind students that simple sentences are the building blocks of more complex writing, so mastering them is essential.

Auxiliary Verbs: Emphasize the importance of auxiliary verbs in creating different verb tenses and making questions or negative statements.

UNIT 11 LESSON PLAN

Before: Introduce the story by asking students what they want to be when they grow up and discuss how dreams and interests can shape their future.

During: Guide students to identify the different careers Sam considers and discuss the qualities and responsibilities associated with each job.

After: Encourage students to reflect on their own aspirations, write a short paragraph about their dream job, and share their thoughts with the class.

Grade: 3
Subject: English
Duration: 60 minutes
Learning Objectives:
1. Adjectives/Degrees of Adjectives: Students will identify and use adjectives and their degrees (positive, comparative, superlative) to describe nouns.
2. Wh- Questions: Students will formulate and answer Wh- questions (who, what, where, when, why) to gather information and clarify understanding.
3. Writing Transitional Words in Procedures: Students will use transitional words and phrases to sequence steps clearly in procedural writing.

Materials Needed:

- Whiteboard and markers
- Worksheets with exercises on adjectives, Wh- questions, and transitional words
- Flashcards with Wh- questions and degrees of adjectives
- Writing notebooks and pencils

Lesson Structure:

1. Introduction (10 minutes):

- **Adjectives/Degrees of Adjectives:** Explain that adjectives describe nouns and that degrees of adjectives help us compare and contrast (e.g., "big," "bigger," "biggest").
- **Wh- Questions:** Introduce Wh- questions and their purpose in seeking specific information (e.g., "What is your favorite color?").
- **Writing Transitional Words:** Discuss the importance of transitional words in writing procedures to ensure the steps are clear and logically ordered (e.g., "first," "next," "finally").

2. Direct Instruction (20 minutes):

- **Adjectives/Degrees of Adjectives:** Write examples of adjectives and their degrees on the board (e.g., "happy," "happier," "happiest"). Explain how each degree changes the meaning and gives more detail.
- **Wh- Questions:** Display Wh- questions on the board and provide examples of answers. Practice creating Wh- questions based on given answers.
- **Writing Transitional Words:** Show examples of procedural text with and without transitional words. Highlight how transitional words improve the clarity and flow of instructions.

3. Guided Practice (15 minutes):

- **Adjectives/Degrees of Adjectives:** Distribute a worksheet where students identify and use different degrees of adjectives in sentences (e.g., "The cat is small. The kitten is smaller. The mouse is the smallest.").
- **Wh- Questions:** Provide a list of answers and have students write corresponding Wh- questions. For example, given "I went to the zoo yesterday," students write "When did you go to the zoo?".
- **Writing Transitional Words:** Give students a list of steps for a simple procedure (e.g., making a sandwich) and ask them to add transitional words to sequence the steps logically.

4. Group Activity (10 minutes):

- **Adjectives/Degrees of Adjectives:** In small groups, students create a poster with comparisons using degrees of adjectives. Each group presents their poster and explains their choices.
- **Wh- Questions:** In pairs, students practice asking and answering Wh- questions about a given topic or story.
- **Writing Transitional Words:** Groups write a short procedural text (e.g., how to brush your teeth) and include transitional words to connect the steps.

5. Independent Practice (10 minutes):

- **Adjectives/Degrees of Adjectives:** Students write 3 sentences using different degrees of adjectives to describe various objects or people.
- **Wh- Questions:** Students write 3 Wh- questions about a favorite book or activity and answer them.
- **Writing Transitional Words:** Students write a procedure for a simple task (e.g., getting ready for school) using transitional words to ensure the steps are clear.

6. Conclusion and Review (5 minutes):

- Recap the key concepts by asking students to share examples of adjectives, Wh- questions, and transitional words they used.
- Provide feedback and clarify any misunderstandings, emphasizing how these elements improve their writing and communication skills.
- Encourage students to use adjectives, Wh- questions, and transitional words in their daily writing and conversations.

Assessment:

- Evaluate students' worksheets, group activity participation, and independent practice for understanding and correct application of adjectives, Wh- questions, and transitional words.
- Provide feedback, focusing on the effective use of degrees of adjectives, the ability to form Wh- questions, and the clarity of procedural writing with transitional words.

Homework:

- Assign students to write a short story or a description of their favorite activity using at least three degrees of adjectives.
- Have them create a set of 5 Wh- questions about a topic of their choice and answer them.

- Ask students to write a simple procedure for a task they do at home, using transitional words to clearly sequence the steps.

Additional Teaching Guidance

Adjectives/Degrees of Adjectives: Encourage students to use a variety of adjectives and their degrees in descriptive writing to make their descriptions more vivid and interesting.

Wh- Questions: Remind students that Wh- questions help gather detailed information and are essential for clear and effective communication.

Writing Transitional Words in Procedures: Emphasize that using transitional words helps readers easily follow the sequence of steps, making the procedure clearer and more organized.

قومی ترانہ

پاک سر زمین شاد باد
تو نشانِ عزمِ عالی شان
کشورِ حسین
شاد باد
پاکستان

مرکزِ یقین شاد باد

پاک سر زمین کا نظام
قوم ملک سلطنت
قوتِ اُخوتِ عوام
پابندہ تابندہ باد

شاد باد منزلِ مُراد

پرچم ستارہ و ہلال
ترجمانِ ماضی شانِ حال
رہبرِ ترقی و کمال
جانِ استقبال

سایہٴ خدائے ذوالجلال