

English

Grade 4

TEACHER RESOURCE BOOK



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Introduction to the Grade 4 English Teaching Guide

The Grade 4 English Teaching Guide serves as an essential roadmap for educators navigating the complexities of teaching the English language to young learners. This guide is designed to aid teachers in fostering a rich and engaging environment where students can develop their language skills in reading, writing, speaking, and listening. With a focus on deepening comprehension, enhancing writing abilities, and improving oral communication, the guide is structured to ensure that all learners achieve their maximum potential in language acquisition.

Objectives of the Teaching Guide

The primary goals of this guide include:

1. **Curriculum Alignment:** Aligning with the established curriculum standards allows teachers to provide targeted instruction while ensuring that all necessary content is covered, including vocabulary development, grammar, and comprehension strategies for both literary and informational texts.
2. **Fostering Comprehension and Expression:** The guide emphasizes the importance of teaching students to articulate their thoughts clearly and coherently. This includes promoting the use of complete sentences and effective communication strategies during class discussions.
3. **Integrated Skill Development:** By incorporating a balanced approach to teaching reading, writing, speaking, and listening, the guide encourages an interconnected learning experience where skills are sharpened in context.
4. **Engagement through Variety:** The guide provides a wealth of diverse instructional strategies, including interactive activities, group work, and the use of multimedia resources to sustain student engagement and motivation in language learning.
5. **Support for Diverse Learners:** Recognizing that students come with varied linguistic and cultural backgrounds, the guide offers suggestions for differentiated instruction to cater to individual learning needs, including support for English Language Learners (ELLs).

Structure of the Teaching Guide

The structure of the guide is intuitive, covering the following key components:

1. **Unit Outlines:** Each unit provides an overview of specific language functions tailored for fourth graders, such as language related to personal introductions, daily routines, and basic grammar.

2. **Detailed Lesson Plans:** Each section includes step-by-step lesson plans with objectives, teaching strategies, and assessments that align with curricular standards. Activities are carefully curated to ensure that they are age-appropriate and engaging.
3. **Assessment Tools:** The guide includes various assessment strategies that allow teachers to gauge student understanding and proficiency. Assessments are integrated throughout the units and encourage both formative and summative evaluation techniques.

Checklist for Assessing Reading & Writing Comprehension in Grade 4

Reading Comprehension

1. Literal Understanding

- Can students accurately identify details and facts from the text?
- Are they able to recall specific events or sequences from the text?

2. Inferential Thinking

- Can students draw inferences from context clues within the text?
- Are they identifying themes or underlying messages in the reading?

3. Character Analysis

- Can students describe a character's traits and motivations based on evidence from the text?
- Are they able to understand and articulate character development throughout the story?

4. Theme and Main Idea

- Can students identify the main idea of a passage and support it with details?
- Are they able to compare themes across different texts?

5. Text Structure

- Can students recognize various formats of text (e.g., poetry, prose, non-fiction)?
- Are they able to analyze how an author's choices regarding structure influence meaning?

6. Vocabulary Skills

- Are students able to determine the meaning of unknown words using context?
- Do they apply vocabulary from the text in their discussions?

7. Fluency and Expression

- Do students read aloud with appropriate pace, expression, and accuracy?
- Are they able to use punctuation effectively to aid meaning when reading aloud?

Writing Comprehension

1. Writing Structure

- Does the student's writing have a clear introduction, body, and conclusion?
- Are ideas organized logically according to the type of writing (e.g., narrative, informative, opinion)?

2. Argument and Evidence

- For opinion pieces, do students clearly state their opinions and provide supporting reasons?
- Can they supply factual information or examples to back up their claims in informative writing?

3. Paragraph Development

- Are paragraphs focused on a single idea, and do they include supporting details?
- Are transitions effectively used to connect ideas in the writing?

4. Language and Style

- Are students using a variety of sentence structures to enhance their writing?
- Are they selecting appropriate vocabulary that reflects the intended audience and purpose?

5. Writing Conventions

- Is the student's writing checked for proper spelling, punctuation, and grammar?
- Are they able to revise and edit their work effectively to improve clarity and correctness?

6. Creative Elements

- In narrative writing, do students effectively use descriptive language, sensory details, and character development?
- Are they able to engage the reader by showing, rather than telling, their experiences?

7. Use of Feedback

- Do students incorporate peer and teacher feedback in their revisions?
- Are they able to articulate their editing choices and reasoning when improving their drafts?

Additional Resources

- **Fluency Checklists:** To monitor and encourage reading fluency progress over time.
- **Rubrics for Writing:** To provide clear grading criteria and expectations for students.
- **Graphic Organizers:** To help students structure their responses and ideas before writing.

Here is a detailed table summarizing key areas of confusion that Grade 4 students typically encounter in reading and writing, along with effective strategies for addressing these challenges:

Key Area of Confusion	Description	Strategies for Teachers
Vocabulary Development	Students often struggle with understanding and using grade-level vocabulary, including multiple meanings, synonyms, and antonyms.	- Introduce vocabulary through context. - Use graphic organizers like word maps. - Encourage students to keep a vocabulary journal. 1
Comprehension of Text Structures	Difficulty distinguishing between different text structures (e.g., narrative vs. informational).	- Teach explicitly about structures. - Use text feature scavenger hunts. - Provide guided reading sessions focusing on specific structures. 2
Theme Development	Understanding and identifying themes can be abstract for students.	- Use familiar stories to discuss themes. - Have students create theme charts. - Encourage discussions comparing themes across different texts. 3
Inference Skills	Students may struggle with drawing inferences from texts rather than taking things literally.	- Model how to make inferences during read-alouds. - Use graphic organizers to record inferences with supporting text evidence. - Provide practice with texts that require inference. 4

Key Area of Confusion	Description	Strategies for Teachers
Character Analysis	Analyzing a character's motives and developments can be challenging.	- Discuss character traits in relation to events. - Encourage students to use evidence from texts to support character analysis. - Use role-playing to explore characters' perspectives. 3
Use of Literary Elements	Understanding elements like setting, plot, and conflict can be complex.	- Create anchor charts with definitions and examples. - Use graphic organizers to dissect stories and identify elements. - Discuss how literary elements interact to convey meaning. 5
Fluency and Expression	Reading fluently with expression often requires practice.	- Implement repeated reading exercises. - Use choral reading to build confidence. - Encourage regular reading aloud sessions with feedback on expression. 4
Different Genres	Students may not recognize the differences between genres (poetry, prose, drama).	- Introduce characteristics of each genre. - Have students create comparisons using Venn diagrams. - Use examples from literature to highlight the unique features of each genre. 5
Academic Language Proficiency	ELL students may find academic language particularly challenging to grasp.	- Provide explicit vocabulary instruction within context. - Use visuals and realia to demonstrate meanings. - Implement structured discussions around texts to promote language use. 6

Conclusion

These areas are common confusions for Grade 4 students, but with effective instructional strategies, teachers can significantly enhance students' understanding and skills in both reading and writing. Individualized support through targeted interventions and scaffolding can make a notable difference in the literacy development of all students, particularly those facing language barriers.

This Grade 4 English Teaching Guide aims to equip teachers with the necessary resources and strategies to deliver effective English language instruction. By focusing on engaging and interactive methodologies, teachers can inspire a love for the English language in their students, preparing them for a lifetime of effective communication and comprehension. Educators are encouraged to adapt the suggested activities to meet their classroom needs while fostering an inclusive and supportive learning environment.

The successful implementation of this guide will not only enhance students' language abilities but will also involve them actively in their learning process, making English a subject that is both enjoyable and rewarding.

References

- [1]: [Time4Learning Reading Activities](#)
- [2]: [What Your 4th Grader Should Know](#)
- [3]: [Georgia Standards ELA Guidance](#)
- [4]: [Reading Interventions for Fluency and Comprehension](#)
- [5]: [Time4Learning Language Arts Overview](#)
- [6]: [Colorín Colorado Resources for ELL Educators](#)

UNIT 1 LESSON PLAN

Before: Introduce the poem by discussing how the Earth and nature are personified, asking students what messages they think nature might communicate.

During: Guide students to identify and interpret the metaphor of the four seasons as gifts, discussing how each season reflects different aspects of life.

After: Encourage students to reflect on how they can "use each one wisely" in their own lives and create a personal response to the poem's message.

Grade: 4

Duration: 90 minutes

Objectives:

- 1. Rhyme Scheme:** Students will be able to identify and label the rhyme scheme in a poem.
- 2. Common & Proper Nouns:** Students will be able to differentiate between common and proper nouns and use them correctly in sentences.
- 3. Sentence Structure:** Students will understand and construct complete sentences with proper subject and predicate.
- 4. Singular/Plural:** Students will be able to convert singular nouns to their correct plural forms, including irregular plurals.
- 5. Syllable Division:** Students will be able to divide words into syllables accurately to aid in pronunciation and spelling.
- 6. Guided Paragraph:** Students will write a well-organized paragraph incorporating proper nouns, correct sentence structure, and accurate singular/plural forms.

Materials Needed:

- Whiteboard and markers
- Worksheets for each topic
- Flashcards with nouns and sentences
- Examples of poems for rhyme scheme
- Writing journals

Lesson Outline:

1. Introduction (15 minutes)

- **Rhyme Scheme (5 minutes):** Introduce the concept of rhyme schemes using a simple poem. Explain how to identify the pattern of rhymes in a stanza (e.g., ABAB, AABB).
 - **Before Teaching Guidance:** Begin by asking students if they notice any patterns in the endings of words in poems they've read.
- **Common & Proper Nouns (5 minutes):** Explain the difference between common and proper nouns with examples. Use flashcards to reinforce the concept.
 - **Before Teaching Guidance:** Discuss the importance of identifying and capitalizing proper nouns in writing.
- **Sentence Structure (5 minutes):** Briefly introduce sentence structure by explaining the subject and predicate, and how they form a complete sentence.
 - **Before Teaching Guidance:** Engage students by asking them to identify the subject and predicate in simple sentences on the board.

2. Guided Practice (30 minutes)

- **Rhyme Scheme (10 minutes):** Provide students with a short poem. Have them identify and label the rhyme scheme individually, then discuss as a class.
 - **During Teaching Guidance:** Assist students in identifying the rhyme patterns, guiding them to see the connections between rhyming words.
- **Common & Proper Nouns (10 minutes):** Hand out a worksheet where students must categorize nouns into common and proper. Discuss the answers together.
 - **During Teaching Guidance:** Walk around the classroom, offering help as students sort nouns, ensuring they understand capitalization rules.

- **Singular/Plural (5 minutes):** Review singular and plural forms, focusing on regular and irregular plurals. Provide a quick matching exercise.
 - **During Teaching Guidance:** Correct any misconceptions about irregular plural forms, encouraging students to share their answers.
- **Syllable Division (5 minutes):** Teach students how to divide words into syllables, using clapping to demonstrate.
 - **During Teaching Guidance:** Have students clap out the syllables for a list of words, ensuring they correctly identify syllable breaks.

3. Independent Practice (25 minutes)

- **Guided Paragraph Writing (25 minutes):** Instruct students to write a paragraph on a given topic, incorporating proper nouns, correct sentence structure, and a mix of singular/plural nouns. Focus on using the syllable division strategy to help spell longer words.
 - **During Teaching Guidance:** Monitor progress, offering feedback on sentence structure and word choice, and guiding them in organizing their paragraphs.

4. Conclusion (10 minutes)

Recap: Review the key points of the lesson—rhyme scheme, nouns, sentence structure, plurals, and syllable division.

- **After Teaching Guidance:** Summarize the lesson by highlighting how each skill contributes to effective writing.

Sharing: Have a few students read their paragraphs aloud. Encourage peer feedback on rhyme scheme identification and sentence structure.

- **After Teaching Guidance:** Invite students to reflect on their writing, discussing what they found challenging and what they enjoyed.

Assessment:

- **Formative:** Observe students during activities and provide feedback.
- **Summative:** Evaluate the guided paragraph for correct usage of nouns, sentence structure, syllables, and adherence to the rhyme scheme if applicable.

Homework:

- Assign students to write a poem with a simple rhyme scheme (e.g., AABB) using proper nouns and focusing on sentence structure and syllable division.

UNIT 2 LESSON PLAN

Before: Introduce the lesson by discussing the importance of leadership in Islam and ask students what they know about the first four caliphs.

During: Guide students through the lives and achievements of each caliph, encouraging them to reflect on the qualities that made these leaders exemplary.

After: Encourage students to share what lessons they can draw from the lives of the four caliphs and how they can apply these lessons in their own lives.

Grade: 4

Duration: 90 minutes

Objective:

- 1. Countable/Uncountable Nouns:** Students will differentiate between countable and uncountable nouns and use them correctly in sentences.
- 2. Articles:** Students will correctly use definite and indefinite articles (a, an, the) in sentences.
- 3. Adjectives:** Students will describe nouns using appropriate adjectives and expand their descriptive vocabulary.
- 4. Capitalization:** Students will apply capitalization rules correctly in sentences, focusing on proper nouns, the beginning of sentences, and titles.
- 5. Multi-Syllable Words:** Students will accurately identify and pronounce multi-syllable words, enhancing their reading fluency.
- 6. Replacing Words and Phrases:** Students will replace words and phrases in sentences with synonyms or more appropriate alternatives to improve clarity and style.

Materials Needed:

- Whiteboard and markers
- Flashcards with examples of nouns, adjectives, and multi-syllable words
- Worksheets for practice
- Writing journals
- Highlighters for identifying capitalization and articles

Lesson Outline:

1. Introduction (15 minutes)

- **Countable/Uncountable Nouns (5 minutes):**
 - **Before Teaching Guidance:** Begin by asking students to identify objects in the classroom and categorize them as things they can count or cannot count.
- **Articles (5 minutes):**
 - **Before Teaching Guidance:** Introduce articles by explaining their use with countable and uncountable nouns, using examples on the board.
- **Adjectives (5 minutes):**
 - **Before Teaching Guidance:** Start by showing pictures and asking students to describe them using adjectives, emphasizing their role in making sentences more descriptive.

2. Guided Practice (30 minutes)

- **Countable/Uncountable Nouns (10 minutes):**
 - **During Teaching Guidance:** Provide a list of nouns and ask students to classify them into countable and uncountable categories, discussing any tricky examples.
- **Articles (10 minutes):**
 - **During Teaching Guidance:** Hand out worksheets with sentences missing articles, guiding students to choose the correct article based on the noun type and context.
- **Adjectives (10 minutes):**
 - **During Teaching Guidance:** Give students a paragraph and ask them to underline the adjectives, then replace them with synonyms or more specific adjectives to enhance the text.

3. Independent Practice (25 minutes)

- **Capitalization (5 minutes):**
 - **During Teaching Guidance:** Distribute a worksheet with sentences that lack proper capitalization, asking students to correct them.
- **Multi-Syllable Words (10 minutes):**
 - **During Teaching Guidance:** Have students break down a list of multi-syllable words into syllables, clapping for each syllable as they read them aloud.
- **Replacing Words and Phrases (10 minutes):**
 - **During Teaching Guidance:** Provide sentences and ask students to replace highlighted words or phrases with alternatives from a word bank, discussing their choices.

4. Conclusion (10 minutes)

- **Recap:** Summarize the lesson by reviewing the key concepts: countable/uncountable nouns, articles, adjectives, capitalization, multi-syllable words, and replacing words and phrases.
- **Sharing:** Allow a few students to read out their corrected sentences or replaced phrases and discuss why they made their specific changes.

Assessment:

- **Formative:** Observe student participation during guided and independent practice, providing immediate feedback.
- **Summative:** Evaluate the worksheets and journal entries for correct usage of countable/uncountable nouns, articles, adjectives, capitalization, multi-syllable words, and effective word replacement.

Homework:

- Assign students to write a short paragraph that includes countable and uncountable nouns, uses correct articles and adjectives, follows capitalization rules, and incorporates multi-syllable words with some replaced phrases for better expression.

UNIT 3 LESSON PLAN

Before: Introduce the poem by discussing the concept of empathy and ask students how they would feel if they heard an animal in distress.

During: Guide students through the poem, focusing on the emotions conveyed by the words and the imagery, and encourage them to imagine the scene described.

After: Reflect with the students on the poem's theme of helplessness and discuss the importance of being aware of our surroundings and helping those in need.

Grade: 4

Duration: 90 minutes

Objectives:

1. **Demonstrative Adjectives (this, that, these):** Students will correctly use demonstrative adjectives (this, that, these, those) in sentences to point out specific nouns.
2. **Subject & Predicate:** Students will identify and construct sentences with clear subjects and predicates, ensuring each sentence is complete and meaningful.
3. **Prefix/Suffix:** Students will understand the meaning of common prefixes and suffixes and use them to form new words, enhancing their vocabulary.
4. **Informal Letter Writing:** Students will write an informal letter using correct format and language, incorporating demonstrative adjectives, subject-predicate structure, and words with prefixes or suffixes.

Materials Needed:

- Whiteboard and markers
- Flashcards with examples of demonstrative adjectives, subjects, predicates, prefixes, and suffixes
- Worksheet for sentence structure and word formation exercises
- Samples of informal letters
- Writing journals

Lesson Outline:

1. Introduction (15 minutes)

- **Demonstrative Adjectives (5 minutes):**
 - **Before Teaching Guidance:** Start by showing objects around the classroom and asking students to describe them using demonstrative adjectives.
- **Subject & Predicate (5 minutes):**
 - **Before Teaching Guidance:** Begin by explaining the basic structure of a sentence, using examples on the board to highlight the subject and predicate.
- **Prefix/Suffix (5 minutes):**
 - **Before Teaching Guidance:** Introduce the concept of prefixes and suffixes by breaking down a few familiar words and showing how their meanings change.

2. Guided Practice (30 minutes)

- **Demonstrative Adjectives (10 minutes):**
 - **During Teaching Guidance:** Use flashcards with images and sentences, asking students to fill in the blanks with the appropriate demonstrative adjective.
- **Subject & Predicate (10 minutes):**
 - **During Teaching Guidance:** Provide sentences with missing subjects or predicates, and have students complete them, discussing their choices.
- **Prefix/Suffix (10 minutes):**
 - **During Teaching Guidance:** Give students a list of root words and ask them to create new words by adding prefixes or suffixes, then share the meanings of the new words with the class.

3. Independent Practice (25 minutes)

- **Informal Letter Writing (25 minutes):**
 - **During Teaching Guidance:** Explain the structure of an informal letter (greeting, body, closing) and provide an example on the board. Then, instruct students to write a letter to a friend, describing a recent experience and including at least three demonstrative adjectives, proper sentence structure, and words with prefixes or suffixes.

4. Conclusion (10 minutes)

- **Recap:** Review the key concepts covered in the lesson: demonstrative adjectives, subject and predicate, prefixes and suffixes, and informal letter writing.
- **Sharing:** Allow a few students to read their letters aloud, highlighting the correct use of the lesson's topics.

Assessment:

- **Formative:** Observe students' participation during guided practice, providing feedback as needed.
- **Summative:** Evaluate the students' informal letters for correct use of demonstrative adjectives, sentence structure, and the incorporation of prefixes/suffixes.

Homework:

- Assign students to write another informal letter to a family member, focusing on using demonstrative adjectives, proper sentence structure, and including at least five words with prefixes or suffixes.

UNIT 4 LESSON PLAN

Before: Introduce Tipu Sultan by discussing the qualities of a hero and asking students what makes a leader memorable in history.

During: Guide students through the text, highlighting Tipu Sultan's bravery, innovations, and contributions to his kingdom, and encourage them to think about why he is called the "Tiger of Mysore."

After: Reflect on Tipu Sultan's legacy with the students, discussing how his actions and leadership continue to inspire people today, and ask them to share what they admire most about him.

Grade: 4

Duration: 60 minutes

Objectives:

- 1. Diphthong Sounds:** Students will correctly identify and pronounce words containing diphthong sounds.
- 2. Homophones:** Students will differentiate between common homophones and use them accurately in sentences.
- 3. Articles with Countable Nouns:** Students will correctly apply "a," "an," and "the" with countable nouns in written sentences.
- 4. Prepositions:** Students will identify and use appropriate prepositions to complete sentences correctly.
- 5. Sentence Punctuation:** Students will punctuate sentences correctly using periods, commas, question marks, and exclamation points.

- 6. Finding and Re-writing the Main Idea and Supporting Detail in a Story:** Students will identify the main idea in a short story and rewrite the supporting details to enhance clarity.

Materials Needed:

- Whiteboard and markers
- Flashcards with diphthong sounds and homophones
- Worksheets on articles, prepositions, and sentence punctuation
- A short story for main idea exercise
- Writing paper and pencils

Lesson Procedure:

1. Introduction (10 minutes)

- **Teaching Guidance (Before):** Briefly introduce the importance of mastering different language skills to improve writing clarity.
 - **Diphthong Sounds:** Introduce diphthongs using examples like “oi” in “boil” and “ou” in “out.”
 - **Homophones:** Explain homophones with examples like “pair” and “pear.”
 - **Articles with Countable Nouns:** Clarify the use of “a,” “an,” and “the” with countable nouns.
 - **Prepositions:** Review common prepositions like “in,” “on,” and “at” with examples.
 - **Sentence Punctuation:** Discuss the importance of punctuation marks in sentence structure.

2. Guided Practice (20 minutes)

- **Teaching Guidance (During):** Ensure students participate actively, practicing each concept through engaging exercises.

- **Diphthong Sounds:** Conduct a pronunciation drill using flashcards.
- **Homophones:** Have students match homophones with their meanings.
- **Articles with Countable Nouns:** Provide sentences where students fill in the correct articles.
- **Prepositions:** Give a list of sentences where students insert the correct prepositions.
- **Sentence Punctuation:** Have students punctuate sentences correctly on a worksheet.

3. Main Idea and Supporting Detail Activity (15 minutes)

- **Teaching Guidance (During):** Guide students in identifying the main idea and supporting details in a story.
 - Read a short story aloud.
 - Discuss the main idea and have students underline it.
 - Ask students to find and rewrite the supporting details, ensuring they align with the main idea.

4. Independent Practice (10 minutes)

- **Teaching Guidance (During):** Allow students to work independently, providing support as needed.
 - Assign a worksheet where students combine all the skills learned (diphthongs, homophones, articles, prepositions, and punctuation) in sentence writing.
 - Have students practice rewriting a paragraph, focusing on the main idea and supporting details.

5. Conclusion (5 minutes)

- **Teaching Guidance (After):** Recap the key points of the lesson and encourage students to apply these skills in their writing.
 - Discuss the importance of each skill in enhancing writing clarity.
 - Answer any remaining questions.

Assessment:

- Evaluate students' worksheets and independent practice for accuracy in using diphthongs, homophones, articles, prepositions, sentence punctuation, and identifying the main idea.

Homework:

- Students will write a short paragraph using at least one diphthong, a pair of homophones, and correct punctuation. They will also identify the main idea and list supporting details.

- Assign a short homework task to reinforce the concepts learned.

UNIT 5 LESSON PLAN

- **Before Teaching:** Briefly explain the concept of endangered species and why some animals are at risk of extinction due to human activities.
- **During Teaching:** Engage students in a discussion about the impact of habitat destruction and overhunting on endangered species, emphasizing the need for conservation efforts.
- **After Teaching:** Reinforce the importance of protecting endangered species by encouraging students to think about how their actions can contribute to conservation efforts.

Grade: 4

Duration: 60 minutes

Objectives:

1. **Learning Scientific Terms:** Students will accurately define and use scientific terms related to their current science unit.
2. **Metaphors:** Students will identify and create metaphors to enhance descriptive writing.
3. **Collective Nouns:** Students will correctly identify and use collective nouns in sentences.
4. **Abbreviation:** Students will understand and use common abbreviations appropriately in their writing.
5. **Initials:** Students will recognize and write initials correctly for names and titles.
6. **Quotation Marks:** Students will accurately punctuate dialogue and quotes using quotation marks.
7. **Phrase & Clause:** Students will differentiate between phrases and clauses and use them correctly in sentence construction.

8. Informative Writing: Students will compose a well-structured informative paragraph using the topics learned.

Materials Needed:

- Whiteboard and markers
- Flashcards with scientific terms, metaphors, collective nouns, abbreviations, and initials
- Worksheets on quotation marks, phrases, and clauses
- Writing paper and pencils

Lesson Procedure:

1. Introduction (10 minutes)

- **Teaching Guidance (Before):** Introduce the lesson by briefly discussing the importance of mastering language and scientific vocabulary for effective communication.
 - Review scientific terms with flashcards and definitions.
 - Explain metaphors with examples and ask students to share their own.
 - Define collective nouns and provide examples.
 - Introduce abbreviations and initials, explaining their use in writing.

2. Guided Practice (20 minutes)

- **Teaching Guidance (During):** Ensure active participation as students practice each concept through guided exercises.
 - **Scientific Terms:** Conduct a matching activity where students pair scientific terms with their definitions.
 - **Metaphors:** Have students create metaphors based on prompts and share with the class.
 - **Collective Nouns:** Provide sentences where students fill in the correct collective nouns.

- **Abbreviation and Initials:** Practice writing common abbreviations and initials correctly.
- **Quotation Marks:** Give a worksheet where students punctuate dialogue or quotes with quotation marks.

3. Phrases and Clauses Activity (10 minutes)

- **Teaching Guidance (During):** Guide students in identifying phrases and clauses in sentences and using them correctly.
 - Provide examples of sentences containing phrases and clauses.
 - Have students identify the phrases and clauses in given sentences and create their own.

4. Informative Writing Activity (15 minutes)

- **Teaching Guidance (During):** Encourage students to integrate all learned concepts into a coherent informative paragraph.
 - Assign a topic related to science or another subject where students must use scientific terms, metaphors, collective nouns, and correct punctuation.
 - Provide guidance as students write their paragraphs, ensuring they apply all learned skills.

5. Conclusion (5 minutes)

- **Teaching Guidance (After):** Recap the key concepts of the lesson and encourage students to apply these skills in their future writing assignments.
 - Discuss the importance of using precise language and proper punctuation.
 - Answer any remaining questions and assign a short reflective writing task.

Assessment:

- Evaluate students' worksheets and informative writing for correct use of scientific terms, metaphors, collective nouns, abbreviations, initials, quotation marks, phrases, and clauses.

Homework:

- Students will write a short informative paragraph on a topic of their choice, using at least two scientific terms, one metaphor, and correct use of collective nouns, abbreviations, and quotation marks.

UNIT 6 LESSON PLAN

- **Before Teaching:** Explain the purpose of a complaint letter and when it is appropriate to write one.
- **During Teaching:** Guide students through the structure and key components of a complaint letter, including the introduction, details of the complaint, and the desired resolution.
- **After Teaching:** Encourage students to draft their own complaint letter, ensuring they apply the correct format and tone.

Grade: 4

Duration: 60 minutes

Objectives:

1. **Initial Consonant Blends:** Students will identify and correctly pronounce words containing initial consonant blends.
2. **Regular/Irregular Verbs:** Students will distinguish between regular and irregular verbs and use them correctly in sentences.
3. **Adverbs of Manner:** Students will recognize and use adverbs of manner to describe how actions are performed.
4. **Types of Sentences (Meaning Wise):** Students will identify and create different types of sentences, including declarative, interrogative, imperative, and exclamatory.
5. **Factual Writing:** Students will compose a factual paragraph using evidence-based information.
6. **Opinion-Based Writing:** Students will write a paragraph expressing their opinion on a given topic, supporting it with reasons.

7. Formal Letter Writing: Students will draft a formal letter following the correct structure and tone.

Materials Needed:

- Whiteboard and markers
- Flashcards with examples of initial consonant blends, regular/irregular verbs, and adverbs of manner
- Worksheets on sentence types
- Writing paper and pencils
- Sample formal letters

Lesson Procedure:

1. Introduction (10 minutes)

- **Teaching Guidance (Before):** Introduce the lesson by briefly discussing the importance of mastering various language skills and writing techniques for clear communication.
 - Review initial consonant blends with flashcards and have students pronounce the words.
 - Explain regular and irregular verbs, providing examples and asking students to identify them in sentences.
 - Introduce adverbs of manner, showing how they modify verbs to describe actions.

2. Guided Practice (20 minutes)

- **Teaching Guidance (During):** Ensure active participation as students practice each concept through guided exercises.
 - **Initial Consonant Blends:** Conduct a pronunciation drill using flashcards and ask students to create sentences using words with initial consonant blends.
 - **Regular/Irregular Verbs:** Provide sentences where students must identify and categorize the verbs as regular or irregular, then rewrite the sentences using the correct past tense forms.

- **Adverbs of Manner:** Have students modify sentences by adding appropriate adverbs of manner.
- **Types of Sentences:** Review the four types of sentences (declarative, interrogative, imperative, exclamatory) and provide a worksheet where students identify and create each type.

3. Writing Activities (20 minutes)

- **Teaching Guidance (During):** Guide students in applying the language skills they've learned to different types of writing.
 - **Factual Writing:** Assign a topic and have students write a factual paragraph using evidence-based information.
 - **Opinion-Based Writing:** Give a prompt and ask students to write a paragraph expressing their opinion, supporting it with reasons.
 - **Formal Letter Writing:** Introduce the structure of a formal letter, and guide students in drafting their own letter on a given topic, ensuring they follow the correct format and tone.

4. Conclusion (5 minutes)

- **Teaching Guidance (After):** Recap the key concepts of the lesson and encourage students to use these skills in their writing assignments.
 - Discuss the importance of using proper grammar and sentence structure in writing.
 - Answer any remaining questions and assign a short writing task for reinforcement.

Assessment:

- Evaluate students' worksheets and writing tasks for correct use of initial consonant blends, regular/irregular verbs, adverbs of manner, sentence types, factual information, opinions, and formal letter format.

Homework:

- Students will write a formal letter on a topic of their choice, incorporating regular and irregular verbs, adverbs of manner, and at least two types of sentences.

UNIT 7 LESSON PLAN

- **Before Teaching:** Introduce the poem by discussing the capabilities and limitations of technology, especially about creativity and writing.
- **During Teaching:** Guide students through the poem, emphasizing the contrast between the computer's abilities and the creative thinking required for writing.
- **After Teaching:** Encourage students to reflect on the poem's message and discuss how technology can assist but not replace the creative process in writing.

Grade: 4

Duration: 60 minutes

Objectives:

1. **Synonyms:** Students will identify and use synonyms to enhance vocabulary and avoid repetition in writing.
2. **Subject-Verb Agreement:** Students will ensure subject-verb agreement in sentences to maintain grammatical accuracy.
3. **Irregular Plural Nouns:** Students will correctly form and use irregular plural nouns in sentences.
4. **Adverbs of Frequency:** Students will identify and use adverbs of frequency to describe how often actions occur.
5. **Order of Adjectives:** Students will arrange multiple adjectives in the correct order before a noun in sentences.
6. **Hyphens:** Students will use hyphens correctly in compound words and to clarify meaning in writing.

7. Dictation of Words: Students will accurately write words dictated by the teacher to practice spelling and word recognition.

8. Dialogue Writing: Students will write a dialogue between two characters, using proper punctuation and formatting.

Materials Needed:

- Whiteboard and markers
- Flashcards with examples of synonyms, irregular plural nouns, and adverbs of frequency
- Worksheets on subject-verb agreement, order of adjectives, and hyphens
- Dictation list of words
- Writing paper and pencils

Lesson Procedure:

1. Introduction (10 minutes)

- **Teaching Guidance (Before):** Introduce the lesson by explaining the importance of expanding vocabulary, mastering grammar, and practicing writing skills.
 - Review synonyms with flashcards, encouraging students to think of alternative words with similar meanings.
 - Discuss subject-verb agreement, providing examples where students must match the subject and verb correctly.
 - Explain irregular plural nouns with examples, emphasizing those that don't follow standard pluralization rules.

2. Guided Practice (20 minutes)

- **Teaching Guidance (During):** Engage students in activities that reinforce the concepts being taught.
 - **Synonyms:** Conduct a matching activity where students pair words with their synonyms and use them in sentences.

- **Subject-Verb Agreement:** Provide sentences with incorrect subject-verb agreement for students to correct.
- **Irregular Plural Nouns:** Provide a worksheet where students must change singular nouns to their irregular plural forms.
- **Adverbs of Frequency:** Discuss common adverbs of frequency (e.g., always, sometimes, never) and have students create sentences using them.
- **Order of Adjectives:** Introduce the correct order of adjectives before a noun (e.g., size, color, material) and give practice sentences for students to reorder correctly.
- **Hyphens:** Review the use of hyphens in compound words and in writing to avoid ambiguity, followed by practice exercises.

3. Dictation and Dialogue Writing (20 minutes)

- **Teaching Guidance (During):** Guide students through a dictation exercise and then transition to creative dialogue writing.
 - **Dictation of Words:** Dictate a list of words that includes the day's vocabulary and grammar focus, assessing students' spelling accuracy.
 - **Dialogue Writing:** Introduce the basics of dialogue writing, emphasizing the use of quotation marks, commas, and proper sentence structure. Have students write a short dialogue between two characters based on a given scenario.

4. Conclusion (5 minutes)

- **Teaching Guidance (After):** Recap the lesson's key points and encourage students to apply what they've learned in their independent writing.
 - Discuss how using synonyms, maintaining subject-verb agreement, and properly structuring sentences can improve their writing.
 - Answer any questions and assign a short writing task for reinforcement.

Assessment:

- Evaluate students' worksheets, dictation, and dialogue writing for correct use of synonyms, subject-verb agreement, irregular plural nouns, adverbs of frequency, order of adjectives, hyphens, and proper dialogue formatting.

Homework:

- Students will write a short story using at least three synonyms, ensuring correct subject-verb agreement, irregular plurals, and incorporating a dialogue with proper punctuation.

UNIT 8 LESSON PLAN

- **Before Teaching:** Introduce the concept of citizenship by discussing the importance of being part of a community and the role each person plays in making it better.
- **During Teaching:** Guide students through the text, emphasizing the balance between rights and responsibilities, and discussing real-life examples of good citizenship in action.
- **After Teaching:** Encourage students to reflect on how they can apply the principles of good citizenship in their daily lives, and have them share specific ways they can contribute to their community.

Grade: 4

Duration: 60 minutes

Objectives:

1. **Prefixes:** Students will identify common prefixes and understand how they change the meaning of root words.
2. **Antonyms:** Students will recognize and use antonyms to enhance vocabulary and improve comprehension.
3. **Gender Nouns:** Students will differentiate between masculine, feminine, and neutral nouns in various contexts.
4. **Articles:** Students will correctly use articles ("a," "an," and "the") in sentences to specify nouns.
5. **Adverbs of Time:** Students will identify and use adverbs of time to describe when actions occur.
6. **Adverbs from Adjectives:** Students will form adverbs from adjectives and use them correctly in sentences.

7. Apostrophe of Possession: Students will apply the apostrophe of possession to show ownership in singular and plural nouns.

8. Phrasal Verbs: Students will understand and use common phrasal verbs in context to enhance their communication skills.

Materials Needed:

- Whiteboard and markers
- Flashcards with examples of prefixes, antonyms, gender nouns, and phrasal verbs
- Worksheets on articles, adverbs of time, adverbs from adjectives, and apostrophes of possession
- Writing paper and pencils

Lesson Procedure:

1. Introduction (10 minutes)

- **Teaching Guidance (Before):** Briefly introduce each topic, explaining how understanding prefixes, antonyms, gender nouns, articles, adverbs, apostrophes, and phrasal verbs can improve both writing and speaking skills.
 - Discuss the role of prefixes in altering word meanings, providing examples like "un-" and "re-."
 - Introduce antonyms, showing how they provide contrast and depth in language.
 - Explain gender nouns with examples of masculine, feminine, and neutral terms.
 - Review the use of articles ("a," "an," "the") with examples of how they modify nouns.
 - Introduce adverbs of time and their role in indicating when actions happen.
 - Discuss how adverbs are formed from adjectives, using examples like "quick" to "quickly."

- Explain the apostrophe of possession and how it shows ownership in nouns.
- Introduce phrasal verbs and how they differ from regular verbs.

2. Guided Practice (20 minutes)

Teaching Guidance (During): Actively engage students in exercises to reinforce their understanding of each concept.

- **Prefixes:** Conduct an activity where students add prefixes to root words and discuss the change in meaning.
- **Antonyms:** Provide a worksheet where students match words with their antonyms and use them in sentences.
- **Gender Nouns:** Have students categorize a list of nouns by gender and write sentences using each category.
- **Articles:** Give examples of sentences with missing articles and have students fill in the blanks with the correct article.
- **Adverbs of Time:** Provide sentences where students must insert the correct adverb of time, such as "yesterday," "soon," or "daily."
- **Adverbs from Adjectives:** Show how adjectives transform into adverbs, and have students practice by converting a list of adjectives into adverbs and using them in sentences.
- **Apostrophe of Possession:** Provide sentences with nouns and have students rewrite them using the correct possessive form.
- **Phrasal Verbs:** Discuss the meaning of common phrasal verbs like "give up" or "take off," and have students create sentences using them.

3. Independent Practice (20 minutes)

- **Teaching Guidance (During):** Provide students with exercises that require them to apply the concepts independently.
 - **Prefixes:** Assign a worksheet where students must add appropriate prefixes to words and write sentences using them.
 - **Antonyms:** Have students write sentences with antonyms, ensuring the context makes the contrast clear.
 - **Gender Nouns:** Ask students to write a short paragraph incorporating gender nouns, using correct terms for people or animals.
 - **Articles:** Provide a passage with missing articles and ask students to fill in the blanks with "a," "an," or "the."
 - **Adverbs of Time:** Students will write a brief story that includes adverbs of time to describe when the events happen.
 - **Adverbs from Adjectives:** Students will be given a list of adjectives and asked to write sentences using the corresponding adverbs.
 - **Apostrophe of Possession:** Ask students to rewrite a passage with ownership-related sentences, inserting apostrophes correctly.
 - **Phrasal Verbs:** Students will write a dialogue using at least five different phrasal verbs.

4. Conclusion (5 minutes)

- **Teaching Guidance (After):** Summarize the key points of the lesson, emphasizing the importance of each grammatical concept in writing and communication.
 - Discuss how the correct use of prefixes, antonyms, and other grammar elements can make writing clearer and more effective.
 - Encourage students to review their work and apply these skills in their daily writing.

Assessment:

- Evaluate students' worksheets and written exercises for correct application of prefixes, antonyms, gender nouns, articles, adverbs, apostrophes, and phrasal verbs.

Homework:

- Students will write a short story or essay incorporating at least three prefixes, four antonyms, five gender nouns, appropriate articles, two adverbs of time, adverbs formed from adjectives, and examples of apostrophes of possession and phrasal verbs.

UNIT 9 LESSON PLAN

Before Teaching: Introduce the story by discussing the consequences of lying and ask students if they've heard of any tales that emphasize honesty.

During Teaching: Guide students through the text, asking them to identify moments when Pinocchio's lies cause physical changes and discuss the symbolism of his growing nose.

After Teaching: Encourage students to reflect on the moral lesson of the story and relate it to their own experiences or other stories with similar themes.

Grade: 4

Duration: 60 minutes

Objectives:

1. **Anagrams:** Students will identify and create anagrams to expand their vocabulary and word recognition skills.
2. **Subject/Object Pronouns:** Students will differentiate and correctly use subject and object pronouns in sentences.
3. **Imperative Verbs:** Students will identify imperative verbs and use them to write commands and instructions.
4. **Adverbs of Place:** Students will use adverbs of place to describe locations accurately in sentences.
5. **Conversion of Sentences from Present to Past Tense:** Students will convert sentences from present to past tense, demonstrating their understanding of verb tenses.
6. **Quotation Marks:** Students will correctly use quotation marks in writing to indicate direct speech and dialogue.

Materials Needed:

- Whiteboard and markers
- Flashcards with examples of anagrams, subject/object pronouns, and imperative verbs
- Worksheets on adverbs of place, sentence conversion, and quotation marks
- Writing paper and pencils

Lesson Procedure:

1. Introduction (10 minutes)

Teaching Guidance (Before): Briefly introduce each topic, explaining how mastering anagrams, pronouns, verbs, adverbs, tense conversion, and quotation marks improves writing and communication skills.

- Introduce anagrams with simple examples and explain how they can help with vocabulary building.
- Explain the difference between subject and object pronouns with examples like "he" vs. "him."
- Introduce imperative verbs by showing how they give commands in sentences like "Close the door."
- Discuss adverbs of place, using examples like "here" and "there" to show how they indicate location.
- Demonstrate the conversion of sentences from present to past tense using common verbs.
- Explain the use of quotation marks in dialogue and direct speech, providing clear examples.

2. Guided Practice (20 minutes)

Teaching Guidance (During): Engage students with interactive exercises that reinforce their understanding of each concept.

- **Anagrams:** Have students create anagrams from a list of words and discuss the new words formed.

- **Subject/Object Pronouns:** Provide sentences and ask students to replace nouns with the correct pronouns.
- **Imperative Verbs:** Students will write simple commands using imperative verbs provided on flashcards.
- **Adverbs of Place:** Give sentences where students must insert the correct adverb of place.
- **Conversion of Sentences from Present to Past Tense:** Provide present tense sentences for students to convert to past tense.
- **Quotation Marks:** Students will rewrite sentences with direct speech, adding quotation marks correctly.

3. Independent Practice (20 minutes)

Teaching Guidance (During): Assign exercises that require students to apply each concept independently.

- **Anagrams:** Students will create anagrams from a set of given words and use them in sentences.
- **Subject/Object Pronouns:** Students will complete a worksheet replacing nouns with appropriate pronouns in sentences.
- **Imperative Verbs:** Assign students to write a series of instructions using imperative verbs.
- **Adverbs of Place:** Students will write sentences describing locations using adverbs of place.
- **Conversion of Sentences from Present to Past Tense:** Provide a passage for students to convert from present to past tense.
- **Quotation Marks:** Students will write a dialogue between two characters, ensuring correct use of quotation marks.

4. Conclusion (5 minutes)

Teaching Guidance (After): Summarize the key points covered in the lesson, emphasizing the importance of each grammar concept in improving writing clarity and effectiveness.

- Review the purpose of each grammar element and encourage students to use these skills in their writing.
- Reinforce the correct usage of anagrams, pronouns, verbs, adverbs, tense conversion, and quotation marks.

Assessment:

- Evaluate students' worksheets and written exercises for correct application of anagrams, subject/object pronouns, imperative verbs, adverbs of place, sentence conversion, and quotation marks.
-

Homework:

- Students will write a short story or dialogue that includes at least one anagram, correct usage of subject/object pronouns, imperative verbs, adverbs of place, conversion of sentences from present to past tense, and proper use of quotation marks.

UNIT 10 LESSON PLAN

Before Teaching: Introduce the story by discussing how different foods grow in various parts of the world, and ask students to think about where their favorite foods come from.

During Teaching: Encourage students to identify the key points in the dialogue between Babar and his mom about food distribution and the movement of goods.

After Teaching: Summarize the lesson by asking students to reflect on how food and products move globally and how this affects what they eat and use daily.

Grade: 4

Duration: 60 minutes

Objectives:

- **Suffixes:** Students will identify and apply common suffixes to base words to form new words with altered meanings.
- **Possessive Pronoun:** Students will correctly use possessive pronouns in sentences to show ownership.
- **Interrogative Pronoun:** Students will identify and use interrogative pronouns to ask questions effectively.
- **Comparative/Superlative Adjectives:** Students will differentiate and correctly use comparative and superlative adjectives to compare nouns.
- **Past Continuous Tense:** Students will form and use the past continuous tense to describe actions that were ongoing in the past.
- **Descriptive Writing:** Students will write descriptive paragraphs using sensory details to create vivid imagery.

Materials Needed:

- Whiteboard and markers
- Flashcards with examples of suffixes, possessive and interrogative pronouns, and comparative/superlative adjectives
- Worksheets on past continuous tense and descriptive writing prompts
- Writing paper and pencils

Lesson Procedure:

1. Introduction (10 minutes)

Teaching Guidance (Before): Briefly introduce each topic, explaining how mastering suffixes, pronouns, adjectives, tenses, and descriptive writing enhances both writing and communication skills.

- Introduce suffixes with examples like "-ful" and "-ness" and discuss how they change word meanings.
- Explain possessive pronouns and provide examples like "his" and "their" to show ownership.
- Discuss interrogative pronouns like "who" and "which" and their role in forming questions.
- Introduce comparative and superlative adjectives, showing how they are used to compare nouns with examples like "bigger" and "biggest."
- Explain the past continuous tense with examples like "was running" to describe ongoing past actions.
- Discuss the importance of descriptive writing and how sensory details can make writing more engaging.

2. Guided Practice (20 minutes)

Teaching Guidance (During): Engage students with interactive exercises to reinforce their understanding of each concept.

- **Suffixes:** Provide a list of base words and have students add appropriate suffixes to form new words.

- **Possessive Pronoun:** Give sentences with missing pronouns and have students fill in the blanks with the correct possessive pronouns.
- **Interrogative Pronoun:** Ask students to form questions using given interrogative pronouns.
- **Comparative/Superlative Adjectives:** Provide sentences where students must choose the correct form of the adjective to complete comparisons.
- **Past Continuous Tense:** Give students present tense sentences to convert into past continuous tense.
- **Descriptive Writing:** Provide a prompt, and guide students to write a descriptive paragraph focusing on sensory details.

3. Independent Practice (20 minutes)

Teaching Guidance (During): Assign exercises that require students to apply each concept independently.

- **Suffixes:** Students will complete a worksheet where they must add suffixes to base words and use them in sentences.
- **Possessive Pronoun:** Assign a task where students write sentences using various possessive pronouns to show ownership.
- **Interrogative Pronoun:** Have students write questions using a list of interrogative pronouns.
- **Comparative/Superlative Adjectives:** Students will write sentences comparing two or more nouns using comparative and superlative adjectives.
- **Past Continuous Tense:** Assign students to write a short paragraph describing a past event using the past continuous tense.
- **Descriptive Writing:** Ask students to expand on their descriptive paragraph by adding more sensory details and adjectives.

4. Conclusion (5 minutes)

Teaching Guidance (After): Summarize the key concepts covered in the lesson, emphasizing the importance of each grammar element and descriptive writing in effective communication.

- Review how suffixes, pronouns, adjectives, tenses, and descriptive writing enhance clarity and detail in writing.
- Encourage students to apply these skills in their future writing assignments.

Assessment:

- Evaluate students' worksheets and written exercises for correct application of suffixes, pronouns, adjectives, tenses, and descriptive writing techniques.

Homework:

- Students will write a descriptive paragraph about a favorite place or object, incorporating at least three different suffixes, possessive and interrogative pronouns, comparative/superlative adjectives, and examples of the past continuous tense.

UNIT 11 LESSON PLAN

Before Teaching: Explain the importance of understanding traffic rules for ensuring safety on the road.

During Teaching: Engage students with real-life scenarios to help them identify and apply traffic rules effectively.

After Teaching: Encourage students to observe and follow traffic rules in their daily lives to promote safety.

Grade: 4

Duration: 60 minutes

Objectives:

- 1. Vocabulary of Position:** Students will identify and correctly use vocabulary that describes position in sentences.
- 2. Pointing Words:** Students will recognize and use pointing words (this, that, these, those) to refer to specific objects or ideas.
- 3. Past Continuous Tense:** Students will form and use the past continuous tense to describe ongoing actions in the past.
- 4. Connectors:** Students will use connectors (and, but, because, so) to link ideas and sentences smoothly.
- 5. Hyphens:** Students will learn the correct usage of hyphens in compound words and to avoid ambiguity in sentences.
- 6. Expository Paragraph:** Students will write a clear and organized expository paragraph that explains a specific topic or idea.

Materials Needed:

- Whiteboard and markers
- Flashcards with examples of position words, pointing words, and connectors
- Worksheets on past continuous tense, hyphens, and expository paragraph writing
- Writing paper and pencils

Lesson Procedure:

1. Introduction (10 minutes)

Teaching Guidance (Before): Briefly introduce each topic, explaining how understanding vocabulary of position, pointing words, past continuous tense, connectors, hyphens, and expository writing will improve both their writing and comprehension skills.

- Introduce vocabulary of position with examples like "above," "below," "next to," etc.
- Discuss pointing words and their role in making sentences clear.
- Explain the past continuous tense, using examples of ongoing actions in the past.
- Review connectors and how they link ideas in a text.
- Introduce hyphens and their usage in compound words and phrases.
- Explain the structure of an expository paragraph and its purpose in writing.

2. Guided Practice (20 minutes)

Teaching Guidance (During): Actively engage students in exercises to reinforce their understanding of each concept.

- **Vocabulary of Position:** Conduct an activity where students describe the position of objects in the classroom using the correct vocabulary.
- **Pointing Words:** Provide sentences with missing pointing words and have students fill in the blanks correctly.

- **Past Continuous Tense:** Guide students in converting simple past sentences into past continuous form.
- **Connectors:** Give a worksheet where students must connect sentences using appropriate connectors.
- **Hyphens:** Provide examples of compound words and have students practice inserting hyphens where necessary.
- **Expository Paragraph:** Help students brainstorm and outline ideas for writing an expository paragraph on a given topic.
-

3. Independent Practice (20 minutes)

Teaching Guidance (During): Provide students with exercises that require them to apply the concepts independently.

- **Vocabulary of Position:** Assign a worksheet where students must use position words to describe images.
- **Pointing Words:** Ask students to write sentences using pointing words to refer to specific objects or ideas.
- **Past Continuous Tense:** Have students write a short paragraph describing what they were doing at a specific time yesterday, using the past continuous tense.
- **Connectors:** Give a set of sentences that need to be connected into a coherent paragraph using appropriate connectors.
- **Hyphens:** Assign a task where students identify where hyphens should be placed in a series of compound words.
- **Expository Paragraph:** Students will write a complete expository paragraph on a topic of their choice, focusing on clear and logical explanations.

4. Conclusion (5 minutes)

Teaching Guidance (After): Summarize the key points of the lesson, emphasizing the importance of each grammatical concept in writing and communication.

- Discuss how correct usage of position vocabulary, pointing words, past continuous tense, connectors, and hyphens contribute to clear and effective writing.
- Encourage students to review their written work and apply these skills in future assignments.

Assessment:

- Evaluate students' worksheets and written exercises for correct application of vocabulary of position, pointing words, past continuous tense, connectors, hyphens, and expository paragraph structure.

Homework:

- Students will write a short story that includes examples of vocabulary of position, pointing words, past continuous tense, connectors, and hyphens, and end the story with an expository paragraph that explains the lesson learned.

UNIT 12 LESSON PLAN

Before Teaching: Explain that small actions, whether good or bad, can have significant long-term effects, much like little drops of water create vast oceans.

During Teaching: Encourage students to reflect on how the poem illustrates the power of small deeds and moments in shaping a better world or leading one astray.

After Teaching: Emphasize the importance of mindful actions and words, reinforcing how even small acts of kindness and love can contribute to a happier and more harmonious world.

Grade: 4

Duration: 60 minutes

Objectives:

- 1. Question Words:** Students will identify and use question words (who, what, when, where, why, how) to formulate and answer questions.
- 2. Simple Future Tense:** Students will construct sentences using the simple future tense to describe actions that will happen.
- 3. Kinds of Sentences:** Students will recognize and categorize sentences as declarative, interrogative, imperative, or exclamatory.
- 4. Central Idea of Poem:** Students will determine the central idea of a poem and discuss how it is conveyed through specific details.

Materials Needed:

- Whiteboard and markers
- Flashcards with examples of question words, future tense sentences, and kinds of sentences
- Worksheet on central idea of a poem
- Writing paper and pencils

Lesson Procedure:

1. Introduction (10 minutes)

Teaching Guidance (Before): Briefly introduce the importance of understanding question words, simple future tense, sentence types, and how to find the central idea of a poem, as these skills enhance both communication and comprehension.

- Discuss the role of question words in gathering information and guiding conversations.
- Explain how the simple future tense expresses actions that will occur and provide examples like "will go" and "will eat."
- Introduce the different kinds of sentences, emphasizing their functions in communication.
- Introduce the concept of the central idea in a poem and how it summarizes the poem's message or theme.

2. Guided Practice (20 minutes)

Teaching Guidance (During): Actively engage students in activities that reinforce their understanding of each topic.

- **Question Words:** Conduct an activity where students create questions using different question words and answer them.
- **Simple Future Tense:** Provide sentences in the present tense and have students convert them to the simple future tense.
- **Kinds of Sentences:** Display sentences on the board, and have students identify whether they are declarative, interrogative, imperative, or exclamatory.
- **Central Idea of Poem:** Read a short poem aloud and guide students in identifying its central idea by discussing the key details.

3. Independent Practice (20 minutes)

Teaching Guidance (During): Provide exercises for students to apply the concepts independently.

- **Question Words:** Assign a worksheet where students must use question words to create their own questions based on a given context.
- **Simple Future Tense:** Ask students to write a short paragraph about what they will do over the weekend, using the simple future tense.
- **Kinds of Sentences:** Provide a mixed list of sentences for students to categorize and label correctly.
- **Central Idea of Poem:** Have students read a poem individually and write a brief explanation of its central idea.

4. Conclusion (5 minutes)

Teaching Guidance (After): Summarize the key points of the lesson, reinforcing the importance of mastering question words, future tense, sentence types, and understanding the central idea of a poem.

- Discuss how these skills contribute to clear and effective communication.
- Encourage students to apply these concepts in their daily reading and writing tasks.

Assessment:

Evaluate students' worksheets and written exercises for correct application of question words, future tense, sentence types, and accurate identification of the central idea in a poem.

Homework:

Students will write a short story that includes at least three different kinds of sentences, incorporates the simple future tense, and ends with a poem where they identify and explain the central idea.

RESOURCES FOR TEACHERS

This selection provides ample resources for teachers and students alike to effectively cover the specified topics in the 4th-grade curriculum.

Common & Proper Nouns

1. **Common and Proper Nouns Worksheets:** This resource includes a variety of activities focused on identifying, classifying, and matching common and proper nouns, designed for grades 1 through 4. [Access here^1](#).
2. **Grade 4 Common and Proper Nouns Worksheets:** Offers printable worksheets specifically tailored for 4th-graders that cover the concept of common and proper nouns. [Download here^2](#).

Sentence Structure

3. **Sentence Structure Worksheets:** This resource provides various exercises on sentence structure, including identifying subjects and predicates, useful for enhancing grammar skills. [Explore here^3](#).

Singular/Plural

4. **Singular and Plural Nouns Worksheets:** This collection contains worksheets to practice forming singular and plural nouns, including special cases like irregular plurals. [Visit here^4](#).

Countable/Uncountable Nouns

5. **Countable and Uncountable Nouns Worksheets:** Worksheets available to help students distinguish between countable and uncountable nouns. [Access here^5](#).

Articles, Adjectives

6. **Articles Worksheets:** Worksheets that focus on the proper use of articles (a, an, the) and include exercises for understanding their usage. [Explore here^6](#).
7. **Adjectives Worksheets:** A collection of worksheets to practice identifying and using adjectives. [Find them here^7](#).

Capitalization

8. **Capitalization Worksheets:** Exercises aimed at mastering the rules of capitalization in writing. [Download here^8](#).

Demonstrative Adjectives (this, that, these)

9. **Demonstrative Adjectives Worksheets:** Specific worksheets designed to teach and practice using demonstrative adjectives. [Visit here](#)⁹.

Subject & Predicate

10. **Subject and Predicate Worksheets:** Focused activities that help students identify the subjects and predicates of sentences. [Explore more](#)¹⁰.

Prefix/Suffix

11. **Prefix and Suffix Worksheets:** Activities for understanding and using prefixes and suffixes to expand vocabulary. [Access them here](#)¹¹.

Homophones

12. **Homophones Worksheets:** Worksheets designed to help students understand and practice using homophones correctly. [Visit here](#)¹².

Articles with Countable Nouns

13. **Articles with Countable Nouns Worksheets:** This resource includes specific practice worksheets focusing on using articles with countable nouns. [Explore here](#)¹³.

Prepositions

14. **Prepositions Worksheets:** Instructional worksheets that focus on the usage of prepositions in sentences. [Access here](#)¹⁴.

Sentence Punctuation

15. **Punctuation Worksheets:** These worksheets cover various aspects of punctuation, including its uses in sentence construction. [Find them here](#)¹⁵.

Metaphors

16. **Metaphors Worksheets:** Worksheets designed to help students understand and identify metaphors in sentences. [Access here](#)¹⁶.

Collective Nouns

17. **Collective Nouns Worksheets:** Resources focused on understanding and using collective nouns in writing. [Explore here](#)¹⁷.

Overall Skills Development

18. **General Language Arts Worksheets for Grade 4:** A comprehensive set of worksheets that cover a variety of grammar topics, helping students improve across all mentioned subjects. [Visit here](#)¹⁸.

REFERENCE LIST

Here is a comprehensive reference list for the grammar resources and worksheets tailored for 4th graders:

1. **K5 Learning:** A collection of grade 4 grammar worksheets focusing on proper sentence construction and common grammatical issues.
 - [Grade 4 Grammar & Writing Worksheets](#)
2. **Big Learners:** This website offers a variety of printable worksheets specifically focused on grammar for fourth grade students.
 - [4th Grade English Worksheets - Biglearners](#)
3. **TeacherVision:** Printable 4th-grade grammar worksheets and resources to support students.
 - [4th Grade Grammar Worksheets - TeacherVision](#)
4. **Twinkl:** A comprehensive collection of over 40 grammar resources designed for 4th-grade students.
 - [4th Grade Grammar Worksheets | ELA Teaching Resources - Twinkl](#)
5. **Scholastic Teachables:** Various engaging grammar activities and printable worksheets suited for fourth graders.
 - [4th Grade Grammar Worksheets & Activities - Scholastic Teachables](#)
6. **Education.com:** An extensive collection of over 400 printable grammar worksheets tailored for fourth graders, covering a wide array of topics.
 - [Free 4th Grade Grammar Worksheets | Education.com](#)
7. **Twinkl (another collection):** A second offering from Twinkl, providing a comprehensive collection of English worksheets that help children grasp grammar, punctuation, and vocabulary complexities.
 - [4th Grade English Worksheets | Reading & Writing Printables - Twinkl](#)
8. **EdHelper:** Online resource offering numerous PDF worksheets for fourth-grade English grammar, reading comprehension, and more.
 - [4th Grade English Grammar PDF Worksheets - EdHelper](#)
9. **Weird, Unsocialized Homeschoolers:** A personal review highlighting the effectiveness of the Easy Grammar and Daily Grams programs for fourth graders.
 - [Review: Easy Grammar and Daily Grams, Grade 4](#)

These resources collectively provide a diverse toolkit for educators and parents to foster understanding and mastery of grammar in fourth-grade students.

قومی ترانہ

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

مرکزِ یقین شاد باد

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

شاد باد منزلِ مُراد

پرچم ستارہ و ہلال
ترجمانِ ماضی شانِ حال
رہبر ترقی و کمال
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سایہ خدائے ذوالجلال