



PROFESSIONAL DEVELOPMENT  
FOR QUALITY EDUCATION

GRADE  
**1**

# ENGLISH

BASED ON  
CURRICULUM 2020

**LESSON PLANS**



Directorate of Curriculum and Teacher Education (DCTE)  
Khyber Pakhtunkhwa Abbottabad

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## Khyber Pakhtunkhwa, Abbottabad.

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**NOTIFICATION:**

**No.5730-5893/F.24/Vol-II/SLP/G-I/SS-M&E, dated: 30-08-2021 :** Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-I in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**

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# INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

## Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

## What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ◊ Student Learning Outcomes (SLOs).
- ◊ Learning activities.
- ◊ Assessment to check for students' understanding.

## Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

## Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

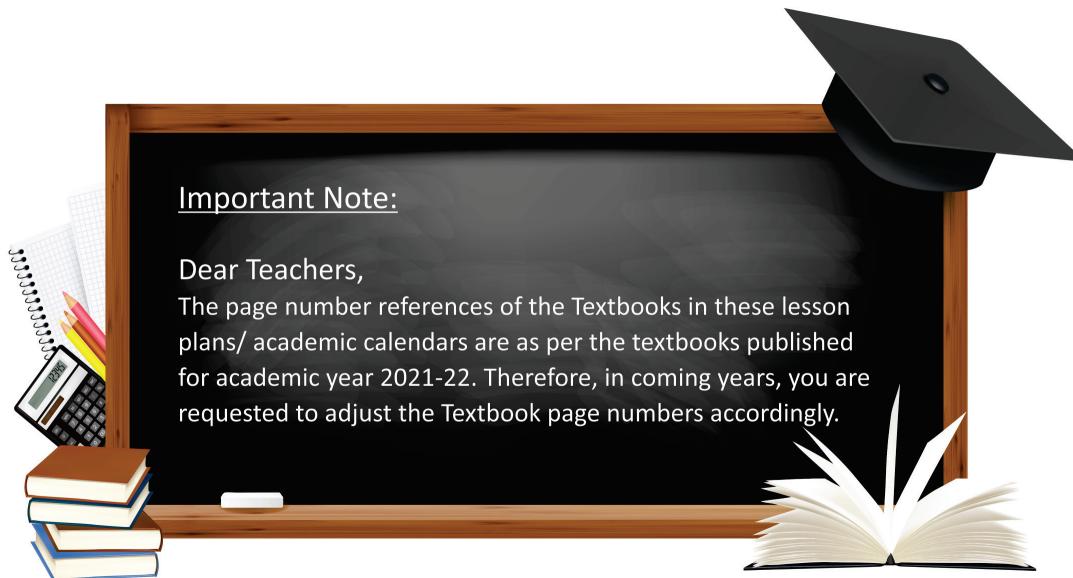
## Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ◊ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ◊ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ◊ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
  - ◊ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/ theme/problem to be studied. Introductory activities can include an arrangement of pictures and other times that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
  - ◊ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
  - ◊ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
  - ◊ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent

the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day's topic. Other tools such as tests can be prepared ahead of time as well.

- ❖ **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.



# PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teachers' guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018–2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbook are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and working teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson Plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalisation of these lesson plans.

**Gohar Ali Khan**  
**Director,**  
**Curriculum and Teacher Education**  
**Khyber Pakhtunkhwa, Abbottabad.**

**Month**

1

# ALPHABET: READING, WRITING PHONICS



## STUDENT LEARNING OUTCOMES

- Articulate the sounds of letters of the alphabet in series and in random order.

## INFORMATION FOR TEACHERS

1. Articulation of sound gives birth to correct pronunciation. Select proper words which may lead to original sounds of letters.
2. Make students produce sounds of letters which they already know. Facilitate the students with clear sounds who do have a problem in articulation.
3. There are twenty six letters (alphabets) of English which make forty four sounds used in English. However, we will discuss only 26 sounds in this lesson.
4. Articulation is the act of expressing something in a clear verbal form. To articulate is to say something very clearly, so that each word or syllable can be heard.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ PERIOD 1



## MATERIALS / RESOURCES REQUIRED

- Alphabet chart, flash cards, recorded alphabet song, chart-paper cut out alphabets, worksheets with letters and pictures to colour and worksheets with dotted alphabets.



## INTRODUCTION

| 5 MINUTES

The Teacher will:

1. Begin the class by greeting “Good morning/Assalam-o-Aliakum/Hello!” to the students and the students will answer the greeting by saying “Good morning/Walaik-um-Assalam/Hello!”. Ensure that the students respond to the greeting.



## DEVELOPMENT

| 20 MINUTES

Activity 1:

| 20 MINUTES

The teacher will:

1. Sing the phonics song in front of the students or let them listen to a recorded phonics song, pointing to each letter on the chart as he/she sings.

Aa for /a/ apple,

Bb for /b/ ball,

Cc for /c/ cat,

Dd for /d/ dog,

Ee for /ĕ/elephant,  
Ff for /f/ fish,  
Gg for /g/ gorilla,  
Hh for /h/ hat,  
Ii for /ī/ igloo,  
Jj for /j/ juice,  
Kk for /k/ Kangaroo,  
Ll for /l/ lion,  
Mm for /m/ monkey,  
Nn for /n/ nose,  
Oo for /ō/octopus,  
Pp for /p/ parrot.  
Qq for /k/ question,  
Rr for /r/ ring,  
Ss for /s/ sun,  
Tt for /t/ train.  
Uu for /ū/ umbrella,  
Vv for /v/ van,  
Ww for /w/ watch,  
Xx for /ks/ X-ray.  
Yy for /j/ yellow  
Zz for /z/ zoo.

Happy happy we will be

When we have learnt our ABC.

2. Sing/play the phonics song again and ask the students to sing along.
3. Ask the students to repeat one line at a time after him/her. Repeat all the lines a few times.
4. Point to each alphabet on chart as he/she says it, focusing on any letter that are particularly difficult for the students.



## CONCLUSION / SUM UP

| 4 MINUTES

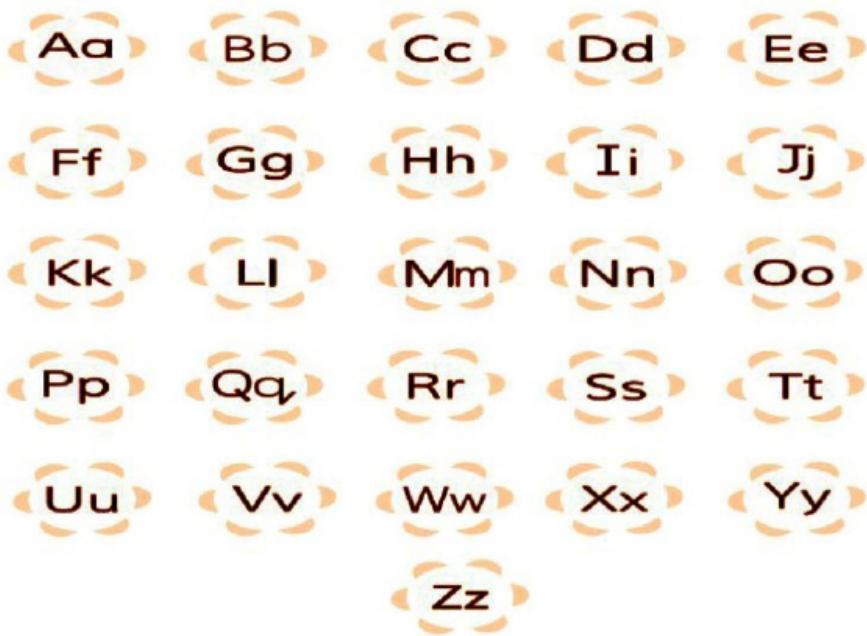
1. Tell the students that today, we have learnt sounds of letters of the English alphabet which will help us in pronouncing words of English.



## ASSESSMENT

| 4 MINUTES

1. While the students sing the alphabet song, the teacher will move around the room and check that the students are able to identify the letters of the alphabet. The teacher may provide prompting and support to the students as needed.
2. The teacher will display the alphabet chart on the board and will ask the students to look and say after him/her.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice alphabet song at home.
2. Throughout the year, continuously guide and assess students' abilities to recognize, articulate and write letters of alphabets.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.



**DURATION / NO OF PERIODS: 35 MIN/ 1 PERIOD**



**STUDENT LEARNING OUTCOMES**

- Articulate the sounds of letters of the alphabet in series and in random order.

## INFORMATION FOR TEACHERS

1. Most letters' names are similar to the sounds they make, so knowing the names of letters leads to a better understanding of letter sounds.
2. Understanding letter sounds help students learn reading and writing skills.
3. Becoming fluent in letter recognition helps students to become familiar and at ease with the alphabet.
4. Allowing students to interact with letters in a variety of learning experiences helps to build their letter recognition fluency skill.
5. Motivation can be ensured through brainstorming activities. It should be according to the learning level of the students.
6. Encourage students all the time. Some students may make mistakes again and again.
7. While teaching the lesson, the teacher should also consult the textbook at all steps.



**MATERIALS / RESOURCES REQUIRED**

- Writing board, pictures of different objects, block of letters, flash cards of alphabets, etc.



## INTRODUCTION

5 MINUTES

**The Teacher will:**

1. Begin the class by greeting “Good morning/Assalam-o-Alaikum/Hello!” to the students and the students will answer the greeting by saying “Good morning/Walaik-um-Assalam/Hello!”. Ensure that the students respond to the greeting.
2. Tell the students that yesterday we learnt to articulate the sounds of letters of the alphabets. Today we will learn to articulate the sounds of letters of the alphabets in series.



## DEVELOPMENT

20 MINUTES

**Activity 1:**

20 MINUTES

**The teacher will:**

1. Divide the writing board into two halves by drawing a line in between.
2. Write A-Z (capital letters) in series on one half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.

A	—	C	D	—	E	—	B	H	Y
—	I	—	—	L	—	—	S	J	E
—	P	—	R	—	—	U	O	X	—
—	W	—	—	Z	—	—	G	M	—
—	—	—	—	—	—	—	Q	V	T
—	—	—	—	—	—	—	K	N	—

3. Write a-z (small letters) in series on the other half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
4. Erase a few letters from the board, leaving letters out so students can fill in. Write the erased letters in a box as clue for students.

a	—	c	—	—	—	d	h	e
g	—	—	j	—	—	i	l	y
—	n	—	—	—	r	b	k	—
—	t	—	v	—	x	u	s	w
—	z	—	—	—	—	f	o	q
—	—	—	—	—	—	p	m	—

5. Ask a student to come near the writing board and try to articulate only the letters that are written on writing board, leaving the blanks. Repeat the activity with a couple of other students.
6. Now ask some other student to come and write the missing letters on the writing board. Repeat the activity with different students.
7. First get the capital letters done, later small letters. Help the students where necessary. This activity will help students learn what comes before and after a letter.



## CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt to articulate and write letters of the alphabet in series. We have also learnt what comes before and after a letter.



## ASSESSMENT

4 MINUTES

1. Informally assess students' ability to articulate the sounds of letters of the alphabets in series. Appreciate those students who answer correctly and motivate those students who still can't answer correctly.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice articulating the sounds of letters of the alphabets (capital and small) in series.
2. Neatly write capital letters in series at the top line of each student's notebook and ask the students to write small letters of the same in to their notebooks.
3. Throughout the year, continuously guide and assess students' abilities to recognize, read and write letter of the alphabet.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.



## DURATION / NO OF PERIODS: 35 MIN/ PERIOD 3



## STUDENT LEARNING OUTCOMES

- Articulate the sounds of letters of the alphabet in series and in random order.

## INFORMATION FOR TEACHERS

1. Most letters' names are similar to the sounds they make, so knowing the names of letters leads to a better understanding of letter sounds.
2. Understanding letter sounds helps students learn reading and writing skills.
3. Becoming fluent in letter recognition helps students to become familiar and at ease with the alphabet.
4. Allowing students to interact with letters in a variety of learning experiences helps to build their letter recognition fluency skill.
5. Motivation can be ensured through brainstorming activities. It should be according to the learning level of the students.
6. Encourage students all the time. Some students may make mistakes again and again.
7. Present students with interesting ideas about letters with colour full pictures. The AV aids motivate students to learn and participate.



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, blocks of letters, flash cards of alphabets, etc.



## INTRODUCTION

5 MINUTES

### The Teacher will:

1. Begin the class by saying "Good morning" to the students and the students will answer the greeting by saying "Good morning". Ensure that the students respond to the greeting.
2. Tell the students that yesterday we learnt to articulate the sounds of letters of the alphabets in series. Today we will learn to articulate the sounds of letters of the alphabets in random order.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 MINUTES

**The teacher will:**

1. Now divide the writing board into two halves by drawing a line in between.
2. Write A-Z (capital letters) in random order on one half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
3. Write a-z (small letters) in random order on the other half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.

M	T	A	S
P	C	I	B
N	R	D	K
F	O	H	L
G	E	W	J
X	U	V	Z
Y	Q		

m	t	a	s
p	c	i	b
n	r	d	k
f	o	h	l
g	e	w	j
x	u	v	z
y	q		



## CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt to articulate the sounds of letters of the alphabets in random order.



## ASSESSMENT

4 MINUTES

1. Once the students are familiar with the letters and have had a chance to practice them, the teacher will ask the students to take out their notebooks.
2. Explain to the students that you will say a letter and they will have to write it down (both in capital and small on their notebooks).
3. When the students are ready, say a letter in random order and ask the students to write it down in their notebooks.
4. While the dictation is going on, the teacher can walk around the class monitoring and checking on what's being written. It will be quite easy to see when a student has either misheard the letter whereupon you can get to check that particular letter and correct the students where necessary.
5. The teacher is required to dictate 4-5 words in a period. Don't overdo the activity.
6. If the teacher finds that students have copied letter from charts displayed in class, don't snub them but encourage them to think and write themselves.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice articulating the sounds of letters of the alphabets (capital and small) in random order.
2. Neatly write capital letters at the top line of each student's notebook and ask the students to write small letters of the same in to their notebooks.
3. The teacher is required to dictate 4-5 words every day now and then throughout the year, to guide and assess students' abilities to write letters of alphabets..

## 2

# WORD PATTERNS



## STUDENT LEARNING OUTCOMES

- Recognise individual sounds of letters in a word e.g. /p/, /i/, /n/ in pin, etc.
- Copy and write simple one syllable words with correct spellings.
- Leave regular spaces between words.
- Identify one syllable words that rhyme, (bat and cat).
- Pronounce familiar one syllable words.
- Identify words that end with the same sounds.
- Recognize that as letters of words change, so the sounds.

## INFORMATION FOR TEACHERS

1. Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pencil (two syllables), pen (one syllable) etc. More often each syllable has a single vowel sound. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
2. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
3. Ask students meaning of the words during each activity which provide an opportunity to the objects or at least pictures of different things mentioned to lass to that the students learn the vocabulary.
4. Use some of the words in sentences. When you use the words 'run' ask them, 'do you like to run in the playground? Or, 'can you run fast?' etc.
5. Tell the students that when we make sounds for which we don't join our teeth or lips or move our tongue too much, those are vowels. We can make vowel sounds freely without friction.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



## DURATION / NO OF PERIODS: 35 MIN/ PERIOD 1



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flashcards of alphabets.



## INTRODUCTION

5 MINUTES

### The teacher will:

1. Begin the class by greeting “Good morning / Hello / Assalam-O-Alaikum!” to the students and the students will answer the greeting by saying “Good morning / Hello / Walaik-um-Assalam”. Ensure that the students respond to the greeting properly.
2. Say “how are you?” to the students and make sure that the students reply, “we are fine, thank you.”
3. Write “b” on the board and ask the students how to pronounce it. Seek answers from students. Repeat this practice with more letters like f, g, m, r etc. and make sure that the students can pronounce them correctly.
4. Draw a picture of a “fan” on the board and ask about it. Seek answers. The teacher will tell, it is a “fan”. Repeat the word “fan” with all the students. Invite few students to repeat the activity.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

### The teacher will:

1. Draw / display picture of a “van” on the board and point to the picture of the “van” and ask about it. Seek answers from the students. The teacher will tell it is a “van”. Repeat the word “van” with all the students. Invite students individually to repeat it.
2. Draw / display a picture of a “man” on the board and point at the picture of the “man” and ask about it. Seek answers from the students. The teacher will tell it is a “man”. Repeat the words “man” with all the students. Invite few students to repeat it.
3. Ask the students if “man”, “van” and “fan” are beginning with the same letter sound?
4. Say/an/, v/an and f/an in exaggerated style and ask the students to repeat. Tell the students that as letters of words change, so do the sounds.
5. Ask the students what is common in man, van and fan, to the responses on the board. Tell students that the “an” sound at the end of the three words is common. Tell them that as we change the first letter, the sound changes but as the letter ‘an’ are the same in all the words so their ending sound does not change and they rhyme.
6. Tell the students that we pronounce “an” as /a/ and /n/.
7. Write the letters “a” and “n” on the board. Ask students to articulate sound of /a/ and /n/. Repeat the sounds after the students, and then them articulate “an”. Ask the students to repeat it a couple of times.
8. Show the flashcard with “an”. Ask them to articulate each letter (make the sound of each letter and then join the sounds) and articulate “an” individually till each student is able to do so.
9. Write the letter “p” before “an”. Ask students to tell the sound of /p/. Encourage them to blend it with the sound of “an”. Tell them “p” and “an” make “pan”. Show /draw picture of “pan”. Practice with the students collectively and individually till they are comfortable with articulating the word. Ask some of the students to read the whole word and some to produce the sound of the individual letters.



fan



van



man



## CONCLUSION / SUM UP

4 MINUTES

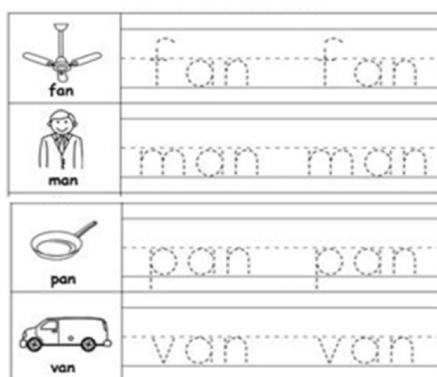
- Tell the students that today, we have learnt to pronounce and identify words that end with “an” sound.



## ASSESSMENT

4 MINUTES

- The teacher will use the same activity by changing the initial letter as a formative assessment to assess the students' performance. (this will guide the teacher in pacing his/her activities, spending more or less time on one level).
- The teacher will give students a worksheet or will write “an” words in the students' notebooks. Ask the students to trace given words.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to practice tracing/copying “an” words several times at home.
- Throughout the year, continuously guide and assess students' abilities to recognize, read and write one syllable words.
- Repeat activity with different initial letter sounds but rhyming words (with the same word endings) not more than three letters e.g. bet, get, jet, let, met, net, pet, set, wet, yet. Show the difference in pronunciation bet, get, jet, let, met, net, pet, set, wet, yet.
- Assign students to do the relevant activities/ exercises from their textbook as homework.



DURATION / NO OF PERIODS: 35 MIN / 1 PERIOD



## STUDENT LEARNING OUTCOMES

- Recognize individual sounds of in a word e.g. /p/, /i/, /n/ in pin, etc.
- Copy and write simple one syllable words with correct spellings.**
- Leave regular spaces between words.
- Identify one syllable words that rhyme, (bat and cat).
- Pronounce familiar one syllable words.
- Identify words that end with the same sounds.
- Recognize that as letters of words change, so the sounds.

## INFORMATION FOR TEACHERS

1. Spelling patterns can help us divide and read words that have multiple syllables.
2. Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pencil
3. (two syllables), pen (one syllable) etc. More often each syllable has a single vowel sound.
4. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
5. Tell the students meaning of the words used in each activity which provides an opportunity to involve students. Wherever possible, bring the objects or at least picture of different things to school, or at least pictures of the things mentioned, so that the students learn the vocabulary.
6. Use at least some of the words in sentences, when you use the word 'run', ask them, 'Do you like to run in the playground? or, Can you run fast?' etc.
7. Tell the students that when we make sounds for which we don't join our teeth or lips or move our tongue too much, those are vowels.
8. We can make vowel sound freely without friction.
9. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, blocks of letters, flash cards of alphabets, etc.



## INTRODUCTION

5 MINUTES

### The teacher will:

1. Begin the class by greeting "Good morning / Hello / Assalam-o-Alaikum!" to the students and the students will answer the greeting by saying "Good morning / Hello / Walaik-um-Assalam". Ensure that the students respond to the greeting properly
2. Say "How are you?" to the students and make sure that the students reply, "we are fine, thank you."
3. Write "an" and draw three pictures, for example, the picture of a pan, man, fan etc. Ask the students to take cues from the pictures and write the correct letter to make a word.
4. Tell the students that these are rhyming words with the same word endings sounds.
5. Tell the students that yesterday we have learnt "an" family word pattern. Today we will learn words that end with "at".



## DEVELOPMENT

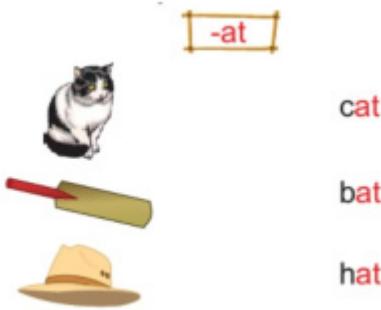
20 MINUTES

### Activity 1:

10 Minutes

### The teacher will:

1. Display picture of a "cat" on the board and point to the picture of "cat" and ask what it is.
2. Seek answers from the students. The teacher will tell it is a "cat". Repeat the word "cat" with all the students. Invite few students to repeat.



3. Draw/display picture of a “bat” on the board and point to the picture of the “bat” and ask what it is. Seek answers from the students.
4. The teacher will say it is a “bat”. Repeat the word “bat” with all the students. Invite five or six students individually to repeat it.
5. Ask the students if “cat”, “bat” and “hat” begin with the same sound.
6. Say c/at, b/at and h/at in exaggerated style and will ask the students to repeat these. Tell the students that as letters of words change, so do the sounds.
7. Ask the students what is common in cat, bat and hat. Tell students that the /at/ sound at the end of the three words is common. Tell them that as we change the first letter, the sound changes but as the letters ‘at’ are the same in all the words, so their ending sound does not change and they rhyme.
8. Tell the students that we write “at” as “/a/ and /t/”.
9. Write the letters “a” and “t” on the board.
10. Ask students to articulate sound of /a/ and /t/. Repeat the sounds after the students, and then articulate “at”. Ask the students to repeat these a couple of times.
11. Show the flashcard with “at”. Ask them to articulate each letter (make the sound of each letter) and articulate the word individually till each student is able to do so.
12. The teacher will write the letter “r” before “at”. Ask students to articulate the sound of /r/. Encourage them to blend it with the sound of /at/. Tell them /r/ and /at/ make “rat”. Show/draw picture of “rat”. Practice with the students collectively and individually till they are comfortable with sounding out the word. Ask some of the students to read the whole word and some to produce the sound of the individual letters.

### Activity 2:

**10 Minutes**

#### The teacher will:

1. Give students a worksheet or write “at” words in the students’ notebooks. Ask the students to trace given words.





## CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to pronounce one syllable words and to identify words that end with “at” sound.



## ASSESSMENT

5 MINUTES

1. Give a list of three letter words to the students learnt earlier. There should be at least two words ending with the same sound. If you have to provide a list of words ending with -at, -in, -an and -ap', there should be at least two words ending with ap, two words with at', two words with in and so on.
2. Ask the students to read the words aloud and identify the words ending with the same sound.
3. Ask the students to say the words and tell the words ending with the same sound.
4. Write the words ending with the same sound on the board.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice tracing/copying “at” words several times at home.
2. Throughout the year, continuously guide and assess students’ abilities to recognize, read and write one syllable words.



## DURATION / NO OF PERIODS: 35 MIN / PERIOD 3



## STUDENT LEARNING OUTCOMES

- Recognise individual sounds of in a word e.g. /p/, /i/, /n/ in pin, etc.
- **Copy and write simple one syllable words with correct spellings.**
- Leave regular spaces between words.
- Identify one syllable words that rhyme, (bat and cat).
- Pronounce familiar one syllable words.
- Identify words that end with the same sounds.
- Recognize that as letters of words change, so the sounds.

## INFORMATION FOR TEACHERS

1. Spelling patterns can help us divide and read words that have multiple syllables.
2. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don’t be in a hurry to rush on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of the students.
3. Tell the students meaning of the words used in each activity which provides an opportunity to involve them. Wherever possible, bring the objects or at least picture of different things to school, or at least pictures of the things mentioned, so that the students learn the vocabulary.



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, blocks of letters, flashcards of alphabets.



## INTRODUCTION

5 MINUTES

**The teacher will:**

- Begin the class by greeting “Good morning / Hello / Assalam-o-Alaikum!” to the students and the students will answer the greeting by saying “Good morning / Hello /Walaik-um-Assalam”. Ensure that the students respond to the greeting properly.
- Say “How are you?” to the students and make sure that the students reply, “we are fine, thank you.”
- Tell the students that yesterday we learned family word pattern. Today we will learn words that end with “ot”. You can also copy and write simple one syllable words with correct spelling.
- Tell the students that always leave regular spaces between words while writing.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

**The teacher will:**

- Draw/display a picture of a “pot” on the board and point to the picture of “pot” and will ask what it is. Seek answers from the students. The teacher will say it is a “pot”. Repeat the word “pot” with all the students. Invite few students to repeat it.
- Draw a picture of something “hot” and point to the picture on the board and ask about it. Seek answers from the students. The teacher will say it is a “hot”. Repeat the word “hot” with all the students. Invite five to six students individually to repeat it.
- Ask the students that “pot”, “hot” and “cot” are beginning with the same ending sound.
- Say p/ot, h/ot and c/ot in exaggerated style and will ask the students to repeat.
- Ask the students what is common in “pot”, “hot”, “cot”? Tell students that the “ot” sound at the end of the three words is common.
- Tell the students That we write “ot” as “o” and “t”.
- Write the letters “o” and “t” on the board. Ask students to elicit sound of “o” and “t”. Repeat the sounds after the students, and then say the word “ot”. Ask the students to repeat this a couple of times.



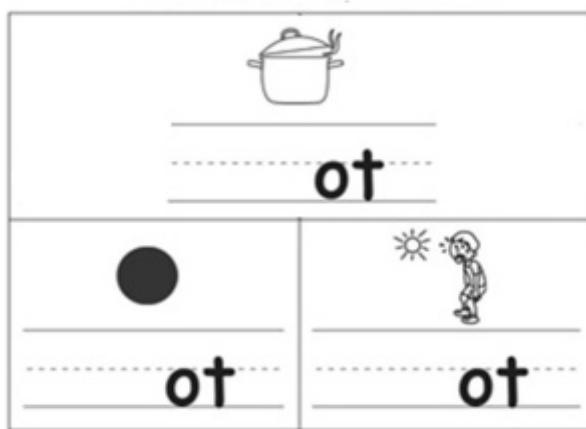
- Show the flashcard with the word "ot". Ask them to voice out each letter (make the sound of each letter and then join the sounds to make the word) and say the word individually till each student is able to do so.
- Write the letter "d" before "ot". Ask students to tell the sound of /d/. Encourage them to blend it with the sound of "ot". Tell them "d" and "ot" make "dot". Show /draw picture of "dot". Practice with the students collectively and individually till they are comfortable with sounding out the word. Ask some of the students to read the whole word and some to produce the sound of the individual letters.

### Activity 2:

10 Minutes

**The teacher will:**

- Give students a worksheet or write "ot" words in the students' notebooks. Also draw pictures. Ask the students to write "ot" words with respective pictures.



### CONCLUSION / SUM UP

4 MINUTES

- Tell the students that today, we have learnt to pronounce one syllable words and to identify words that ends with /ot/



### ASSESSMENT

4 MINUTES

- The teacher will use the "activity 2" as a formative assessment to assess the students' performance. (This will guide the teacher in pacing his/her activities, spending more or less time on one level).



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to practice tracing/copying "in" words several times at home.
- Throughout the year, continuously guide and assess students' abilities to recognize, read and write one syllable words..

## LESSON

## 3

**READING AND WRITING****READINESS****(HOLDING A PENCIL CORRECTLY)****STUDENT LEARNING OUTCOMES**

- Hold a pencil correctly.

**INFORMATION FOR TEACHERS**

1. Most of the students will hold the pencil in their right hand while some may hold it in their left hand.
2. Pay attention to those students who use their left hand while writing, help them, and do not force them to use their right hand.
3. Learning to hold a pencil is a fine motor skill, it takes time for the students to get accustomed. Make it a fun activity by drawing or colouring.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.

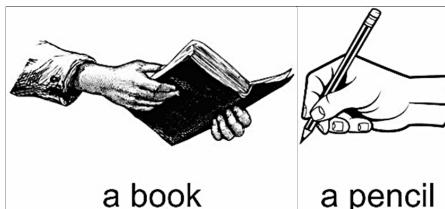
**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Glass, book, pencil eraser, sharpener, writing board, textbook, etc..

**INTRODUCTION**

| 5 MINUTES

1. Greet students by saying “Assalam-o-Alaikum”, or “Good Morning”.
2. Encourage those students who respond to the greeting correctly and motivate others.
3. Demonstrate to students, how to hold:



a book

a pencil

**DEVELOPMENT**

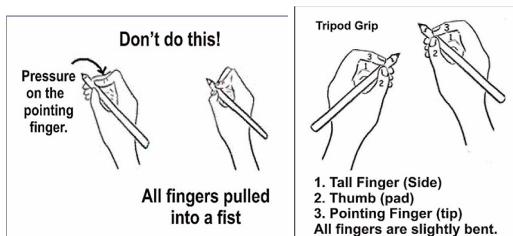
| 20 MINUTES

**Activity 1:****20 Minutes**

1. Demonstrate in front of the students how to pick up a pencil using a thumb and index

finger.

2. Ask the students to pick up a pencil using their thumb and index finger.
3. Demonstrate and then ask the students to extend their thumb and index finger and bend the other three fingers of their writing hand inwardly.
4. Demonstrate and then ask the students to rest the pencil on the curled middle finger and along with the space between the thumb and forefinger (some students may use the middle finger to hold the pencil too, and that should be allowed).



5. Help the students to hold the pencil with their thumb and index finger to have a firm grip.
6. Ask the students to relax the grip after holding the pencil so that they are comfortable and do not strain their fingers.



## CONCLUSION / SUM UP

| 3 MINUTES

1. Tell the students: Today, we have learnt how to grip a pencil correctly.



## ASSESSMENT

| 5 MINUTES

1. Ask a few students to demonstrate how to grip a pencil correctly.
2. Appreciate those students who hold the pencil correctly and motivate those students who still can't hold a pencil correctly.



## HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Explain and ask the students to run "pencil walk" with their siblings/parents at home.
2. Show them hold the eraser-end of a pencil using their thumb, index, and middle fingers. Using their dominant hand i.e. right or left (Step-1)
3. Use only these three fingers to "walk" down the pencil to the tip. (Step-2)
4. Now, flip the pencil over. (Step-3)
5. Then "walk" back up to the eraser end. Be sure not to use your ring finger or the other hand, to help! (Step-4)
6. Throughout the year, continuously guide the students on how to hold a pencil correctly and use an eraser (if required).



(Step-1)



(Step-2)



(Step-3)



(Step-4)

# READING AND WRITING READINESS (PRE-WRITING)



## STUDENT LEARNING OUTCOMES

- Trace and draw vertical, horizontal, slanted, curved lines forwards and backwards.
- Trace and draw circles and curves.

## INFORMATION FOR TEACHERS

1. To draw smooth lines, you need to use your hands, arms, and shoulders. Moreover, sitting at a desk for a long time with bad posture can seriously harm your back.
2. Horizontal lines go from left to right across the page.
3. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, scrap papers, bottle caps, jar lids, a chart with vertical, horizontal, slanted, curved lines showing forwards and backwards direction, circles, curves, and worksheet/textbook/notebook, pencil, and chalk.



## INTRODUCTION

| 5 MINUTES

1. Greet the students by saying “Assalam-o-Alaikum” and “Good Morning”. Encourage those students who respond to the greeting correctly and help others.
2. Tell the students, today, we are going to learn how to hold the pencil to draw different lines.
3. Draw a straight line (from left to right) on the writing board with chalk.
4. Ask a few students to come to the writing board and draw straight lines from left to right using their fingers.
5. Ask the students to draw a straight line from left to right in their notebooks.



## DEVELOPMENT

| 20 MINUTES

### Activity 1: 7 Minutes

1. Ask your students to look around the classroom/school for different types of lines.
2. They could identify, for example, a ruler, a pencil box, a desk, or a window/door.
3. Now, draw straight dotted lines (left to right) on the writing board.
4. Say “straight line” by pointing at the dotted lines on the writing board.
5. Point at the arrows (left to right) to show the direction of the lines.



6. Ask the students to hold the pencil correctly and trace/draw straight lines (left to right) on their notebooks using pencils.
7. Draw a straight dotted line (top to bottom and bottom to top) on the writing board.



8. Say "straight line" by pointing at the dotted lines on the writing board.
9. Point at the arrows (top to bottom and bottom to top) to the direction of the lines.
10. Ask students to hold the pencil and trace / draw straight lines (top to bottom and bottom to top) on their notebooks using pencils.



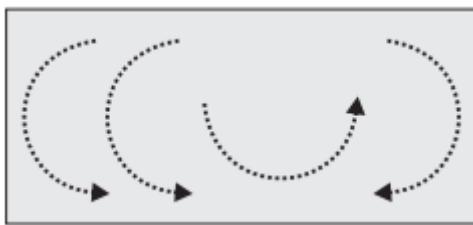
11. Draw dotted slanted lines (top to bottom and bottom to top) on the writing board.
12. Say "slanted line" by pointing at the dotted lines on the writing board.
13. Point at the arrows (top to bottom and bottom to top) to show the direction of the lines.
14. Ask the students to hold the pencil correctly and trace/draw slanted lines (top to bottom and bottom to top) on their notebooks using pencils.



## Activity 2:

**7 Minutes**

1. Divide your class into two groups so that one group moves in a single line and the other one watches it.
2. Ask the students of group 2 to join hands in a horizontal line with everyone facing the front of the class.
3. While holding hands, ask the students at the two ends to take one step forward, and the students in the middle to take one step backward.
4. Ask them: What happened? (wait for their responses)
5. Explain to students that now the line is a curve-like part of a ball.
6. Draw curved dotted lines (backward and forward) on the writing board.
7. Say "curved line" by pointing at the dotted lines on the writing board.
8. Point at the arrows (backward and forward) to show the direction of the lines.



9. Ask the students to hold the pencil correctly and trace/draw curved lines (backwards and forwards) on their notebooks using a pencil.
10. Move among the students to facilitate them.

### Activity 3:

**6 Minutes**

1. Ask students to identify round objects in the classroom. e.g. a wall clock, a button, a wristwatch.
2. Draw a circle on the writing board and ask students. What is this?
3. Take their responses and tell them that such a round shape is called a “circle”
4. Give bottle cap, jar lid, or other circular objects to each student.
5. Draw a dotted circle on the writing board to show students that how to trace round objects.
6. Ask the students to draw circles on their notebooks using a pencil.



### CONCLUSION / SUM UP

**4 MINUTES**

1. Tell the students that today we have learnt how to draw vertical, horizontal, slanted, lines, circles, and curves.



### ASSESSMENT

**3 MINUTES**

1. Informally assess students' ability to draw different types of lines through observation during activity.



### HOMEWORK / FOLLOW UP

**2 MINUTES**

1. Draw the given horizontal lines in your notebooks. Draw vertical lines between the upper two and lower two lines.
2. Throughout the session, continuously facilitate the students on how to hold a pencil correctly and write from left to right and top to bottom.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

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# READING AND WRITING READINESS (PRE-WRITING PATTERNS-II)



## STUDENT LEARNING OUTCOMES

- Colour within lines and create simple patterns.

## INFORMATION FOR TEACHERS

- Colouring within the lines is possible only when students have substantial hand strength and improved eye-hand coordination.
- Tell students that squeezing a spray bottle and picking up things with big tweezers help improve hand strength and hand-eye coordination substantially.
- In the initial stages of painting and colouring, encourage students to colour images having big borders as it helps them learn to colour more easily.
- Use various geometric shapes and objects to create bright, colourful patterns.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Coloured chalks/markers, easily available no-cost / low-cost AV -aids, pencil, writing board, textbook, etc.



## INTRODUCTION

| 5 MINUTES

- Greet the students by saying “Assalam-o-Alaikum”, or “Good Morning”. Encourage those students who respond to the greeting correctly and motivate others.
- Draw a simple pattern of geometrical shapes on the writing board, e.g., square and circle.
- Ask a volunteer and help him/her in colouring the image.



## DEVELOPMENT

| 21 MINUTES

### Activity 1:

**11 Minutes**

- Give the students white charts/scrap papers, pencils/crayons.
- Ask the students to draw their favourite geometrical shape/image/object on the chart/paper. Help them if required.
- Tell the students to start colouring, covering the corners/ boundaries first.
- Help struggling students by holding their hand, and teach them how to colour within the marked lines without letting the crayons/pencil run outside the lines.
- Select a few well-coloured images and display them to the class.
- Appreciate students' work and motivate others.

**Activity 2:****10 Minutes**

1. Invite students to look around the room and ask them, "Can anyone identify a pattern?"
2. If no one knows what a pattern is, then make a simple pattern on the writing board, e.g. circle, triangle, circle, triangle, circle, triangle.
3. Use different coloured chalks/ markers
4. Inform the students that this is a pattern of circles and triangles.
5. Invite students to draw various patterns of geometrical shapes and colour them.

**CONCLUSION / SUM UP**

2 MINUTES

1. Tell the students that today they have learnt how to use colours within the lines to create simple patterns.

**ASSESSMENT**

5 MINUTES

2. Informally assess students' abilities to colour within the lines and create simple patterns.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask the students to draw their favourite fruit on their notebooks and colour within the lines.
2. Throughout the year, continuously guide and assess students' abilities to colour within the lines and create simple patterns.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# READING AND WRITING READINESS (DIRECTIONALITY)



## STUDENT LEARNING OUTCOMES

- Recognize that English is written from left to right.
- Trace and write small and capital letters following appropriate writing models of regular shape and size.

## INFORMATION FOR TEACHERS

1. Most students have seen a book/magazine, etc. Use this familiarity technique to help students to hold a book.
2. While teaching, the teacher should also consult the textbook where and when required.
3. Make maximum use of physical response and oral response.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- English textbook, few other books including Urdu textbook, “The Hokey Pokey Song” chart, easily available, no-cost / low-cost AV aids, writing board, etc.



## INTRODUCTION

| 5 MINUTES

1. Show students a book and ask the following questions:
  - ◊ What is this?
  - ◊ Is the title written in English or Urdu?
  - ◊ How did you find that the title is in English or Urdu?
2. Tell the students that today we will sing “The Hokey Pokey” song to understand that English is written from left to right and runs from left to right and top to bottom, in reading and writing English.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

1. Display the chart of “The Hokey Pokey” song on the writing board.  
When I read an English book, I start from left to right. (Pretend to read)  
I do the same thing when I want to write. (Pretend to write)  
I do the reader wiggle and I turn myself about. (Wiggle and turn)  
That's how I read and write. (Clap)  
I do the reader wiggle. (Repeat three times)

That's how I read and write. (clap)

When I read an English book, I start from top to bottom. (Pretend to read)

I do the same thing when I want to write. (Pretend to write)

I do the reader wiggle and I turn myself about. (Wiggle and turn)

That's how I read and write. (Clap)

I do the reader wiggle. (Repeat three times)

That's how I read and write. (Clap)

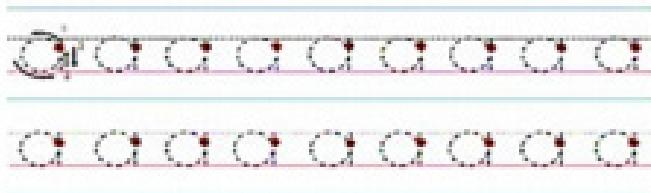
**Note:** The instructions in brackets are only for the teachers, don't write them on the chart.

2. Recite the given poem a couple of times with actions to the students following rhyme and rhythm and using stress and pause (Intonation Patterns).
3. Enjoy pretending to read and write from left to right and from top to bottom while singing the song.
4. Tell the students that we read and write in English from left to right and from top to bottom. Show them how to write on the writing board in English.

#### Activity 2:

**10 Minutes**

1. Draw four lines on the writing board and demonstrate how to write the letter "a" in two lines.
2. Write dotted "a" on the writing board and ask a few students to trace the letter on the board.



3. Now write dotted "a" on a worksheet/students' notebook and ask the students to trace. Help students trace the letter correctly.



#### CONCLUSION / SUM UP

**2 MINUTES**

1. Tell the students that today, we have learnt how to recognize the shape of the letter "a".
2. Tell the students that we have also learnt that English is written and read from left to right but Urdu is read and written from right to left. However, both English and Urdu are written and read from top to bottom.



#### ASSESSMENT

**4 MINUTES**

Ask the students orally:

1. How do we read English?
2. How do we write English?



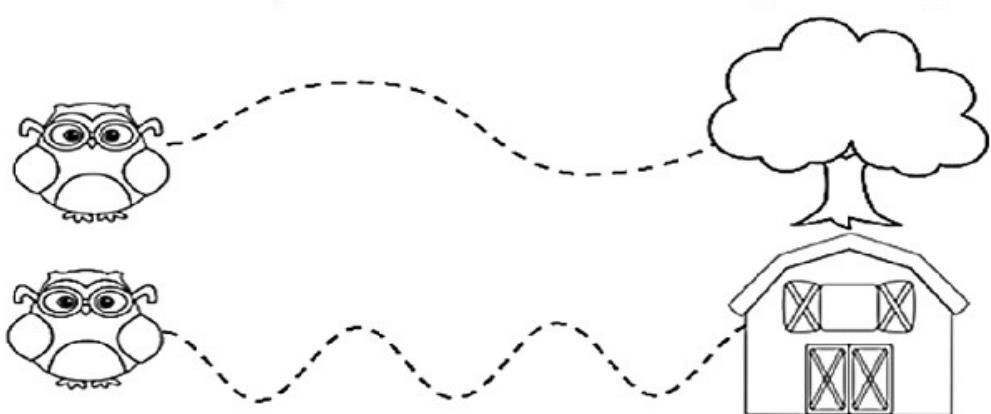
#### HOMEWORK / FOLLOW UP

**4 MINUTES**

1. Draw the following patterns on the board or draw them on paper and get photocopies for students. Ask them to trace the line from the owls to their home/ tree which is left to right. Ask students to draw similar patterns from left to right as homework. Use crayons or a pencil.
2. Take the students on a walk around the school, asking them what they see on their left and right. Ask students to talk to each other about it and correct each other in a friendly

manner.

3. Assign students to do the relevant activities/ exercises from their textbook as homework.



# ALPHABET: READING, WRITING, PHONICS



## STUDENT LEARNING OUTCOMES

- Tell what comes before and after an alphabet.
- Write capital and small letters in series and in random order. Take dictation of alphabet.

## INFORMATION FOR TEACHERS

1. Most letters' names are similar to the sounds they make, so knowing the names of letters leads to a better understanding of letter sounds.
2. Understanding letter sounds help students learn reading and writing skills.
3. Becoming fluent in letter recognition helps students to become familiar and at ease with the alphabet.
4. Allowing students to interact with letters in a variety of learning experiences helps to build their letter recognition fluency skill.
5. Motivation can be ensured through brainstorming activities. It should be according to the learning level of the students.
6. Encourage students all the time. Some students may make mistakes again and again.
7. Present students interesting ideas about letters with colourful pictures. The AV aids motivate students to learn and participate.
8. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 70 MIN / 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, block of letters, flash cards of alphabets, etc.



## INTRODUCTION

| 5 MINUTES

**The teacher will:**

1. Begin the class by greeting "Good morning/Assalam-o-Alaikum/Hello!" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam/Hello!". Ensure that the students respond to the greeting.
2. Tell the students that yesterday we have learnt to articulate, identify and match capital and small letters of the alphabet, in series and in random order. Today we will learn what comes before and after a letter.



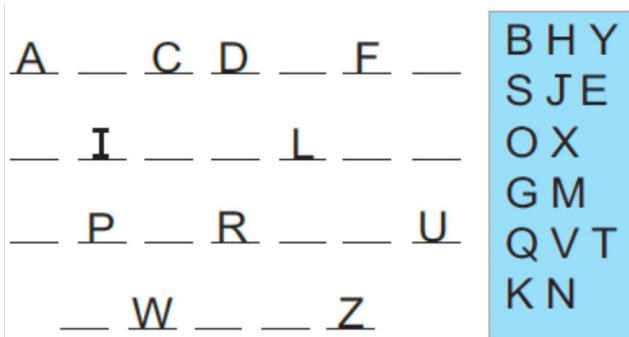
## DEVELOPMENT

20 MINUTES

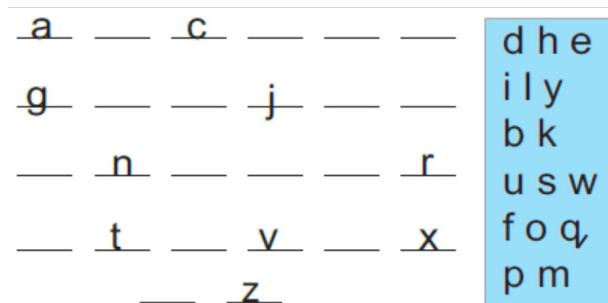
### Activity 1:

**20 Minutes**

- Divide the writing board into two halves by drawing a line in between.
- Write A-Z (capital letters) in series on one half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.



- Write a-z (small letters) in series on the other half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
- Erase a few letters from the board, leaving letters out so students can fill in. Write the erased letters in a box as clue for students.



- Ask a student to come to the writing board and try to articulate only the letters that are written on writing board, leaving out the blanks. Repeat the activity with a couple of other students.
- Now ask some other student to come and write the missing letters on the writing board. Repeat the activity with different students.
- First get the capital letters done, later small letters. Help the students where necessary. This activity will help students learn what comes before and after a letter.



## CONCLUSION / SUM UP

3 MINUTES

- Tell the students that today, we have learnt how to grip a pencil correctly.



## ASSESSMENT

5 MINUTES

- Ask the students to demonstrate how to grip a pencil correctly.
- Appreciate those students who hold the pencil correctly and motivate those students who still can't hold a pencil correctly.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice gripping a pencil several times at home.
2. Throughout the year, continuously guide and assess students' abilities to recognize, read and write letter of the alphabet, in series and random order.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.



PERIOD 2 / 35 MIN



## STUDENT LEARNING OUTCOMES

- Write capital and small letters in series and in random order. Take dictation of alphabet.

## INFORMATION FOR TEACHERS

1. Most letters' names are similar to the sounds they make, so knowing the names of letters leads to a better understanding of letter sounds.
2. Understanding letter sounds helps students learn reading and writing skills.
3. Becoming fluent in letter recognition helps students to become familiar and at ease with the alphabet.
4. Allowing students to interact with letters in a variety of learning experiences helps to build their letter recognition fluency skill.
5. Motivation can be ensured through brainstorming activities. It should be according to the learning level of the students.
6. Encourage students all the time. Some students may make mistakes again and again. Don't snub them.
7. Present students interesting ideas about letters with colourful pictures. The AV aids motivate students to learn and participate.
8. While teaching the lesson, the teacher should also consult the textbook at all steps.



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, blocks of letters, flash cards of alphabets, etc.



## INTRODUCTION

5 MINUTES

### The teacher will:

1. Begin the class by saying "Good morning" to the students and the students will answer the greeting by saying "Good morning". Ensure that the students respond to the greeting.
2. Tell the students that yesterday we learnt what comes before and after a letter. Today we will learn to write capital and small letters in series and in random order.



## DEVELOPMENT

20 MINUTES

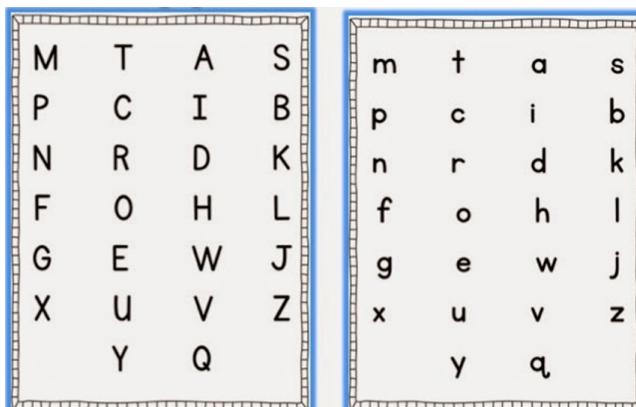
### Activity 1:

10 Minutes

### The teacher will:

1. Divide the writing board into two halves by drawing a line in between.

- Write A-Z (capital letters) in random order on one half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
- Write a-z (small letters) in series on the other half of the writing board and will ask a student to come and articulate all the letters written on writing board. Repeat the activity with a couple of other students.
- Now ask the students to write capital and small letters (in series and in random order) on their notebooks.



## CONCLUSION / SUM UP

3 MINUTES

- Tell the students that today, we have learnt how to write capital and small letters in series and in random order.



## ASSESSMENT

5 MINUTES

- Once the students are familiar with the letters and have had a chance to practice them, the teacher will ask the students to take out their notebooks.
- Explain to the students that you will say a letter and they will have to write it down (both in capital and small on their notebooks).
- When the students are ready, say a letter in random order and ask the students to write it down in their notebooks.
- While the dictation is going on, the teacher can walk around the class monitoring and checking on what's being written. It will be quite easy to see when a student has either misheard the letter whereupon you can get to check that particular letter and correct the students where necessary.
- The teacher is required to dictate 4-5 words in a period. Don't overdo the activity.
- If the teacher finds that students have copied letter from charts displayed in class, don't snub them but encourage them to think and write themselves.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to practice articulating the sounds of letters of the alphabets (capital and small) in random order.
- Neatly write capital letters at the top line of each student's notebook and ask the students to write small letters of the same in to their notebooks.
- The teacher is required to dictate 4-5 words every day now and then throughout the year, to guide and assess students' abilities to write letters of alphabets.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

# INITIAL SOUNDS



## STUDENT LEARNING OUTCOMES

- Pronounce and match the initial sounds of common words depicted in pictures with their corresponding letters.

## INFORMATION FOR TEACHERS

- Students need phonics skills to pronounce the sounds of letters and match them with their written shapes.
- When teaching the alphabet, remember that every student learns in different ways. Simply showing a flashcard and getting students to say the letter will not be enough to help a student who is a tactile learner (i.e., who learns more with the sense of touch). Here are some methods you can include in your alphabet teaching routine to ensure all of your students get the most out of your alphabet lessons:
  - Visual: show alphabet flashcards with a letter on the front and a picture on the back (e.g. a / apple). Display alphabet posters on the walls and have students read the alphabet picture books.
  - Listening: say the sounds of each letter clearly and repeat a few times so your students can clearly hear the sounds. If you have a mobile phone and speaker, play the ABC song or phonics song and ask students to sing along. Alternatively, sing the song to students and ask them to repeat it after you. You can listen and download ABC and phonics songs from the following website: <https://www.dreamenglish.com/topic/alphabet>
  - Touch and manipulation: use alphabet blocks that students can touch and pass around. They can also use the blocks to put the letters in the right order. Let students trace the shape of the letters on the flashcards and then “draw” the shapes with their fingers on the floor and doors, etc. Use Play-Doh to make the letters. Play the ABC song and have the students touch the letters as they are sung.
  - Movement: have students make the shapes of the letters with their hands and bodies. For example, for the letter “c”, students can cup their hands or bend their bodies into a “c” shape. For more difficult letters, students can make the shapes in pairs or 3s (e.g. two students can make the body shapes for “b”, “d”, “m” etc. by working together).
- While teaching the lesson, also consult the textbook at all steps.



DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



MATERIALS / RESOURCES REQUIRED

- Alphabet blocks, alphabet chart, flashcards with capital letters (1 letter per card) 3 sets, flashcards with small letters (1 letter per card) 3 sets recorded alphabet song, double-sided flashcards with the letter on one side and a picture on the other, worksheets with letters and pictures to colour, textbook, writing board, etc.



## INTRODUCTION

5 MINUTES

1. Tell students: we have learned how to articulate and identify the sounds of letters. Today we are going to practise listening to the first sounds of a few words and matching them with the letters.
2. Display the alphabet chart on the board and review the alphabet chart (including both capital and small letters) with the students, or pick out certain common objects from the classroom and practice the initial sounds with students e.g. bag, book, board, cup, etc.
3. Ask students to say their names individually and then repeat it turn by turn, stressing on the beginning sound, and differentiate them. Write a few words on the writing board with the initial letters in the names of students.



## DEVELOPMENT

20 MINUTES

### Activity 1:

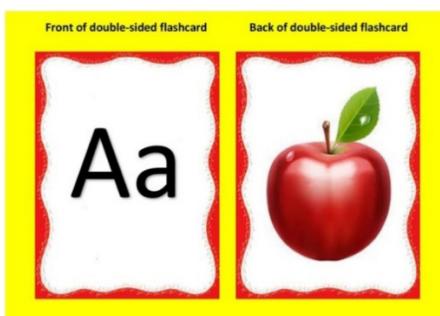
10 Minutes

1. Divide the class into three groups, give a set of shuffled letter flash cards: one set with small-letters (a-z), and one set of capital-letters set (A - Z) to each group.
2. Ask each group to sort the capital letters in order according to the alphabet chart displayed on the board.
3. Next, ask each group to sort the small letters in order according to the alphabet chart displayed on the board.
4. Ask each group to match both the capital and small letters.
5. Walk around to ensure students are working together and understand the instructions.
6. Select a few keywords for different initial sounds (e.g., bat, cat, dog, egg, fan, gum, hat, igloo, etc). Pronounce a word and ask students to identify its first sound. Then, ask them to show you the letter for that sound by holding its flashcard in their hands.
7. Repeat it for all selected words.

### Activity 2:

10 Minutes

1. Hold up an “Aa” letter flashcard (double-sided flashcards with the letter on one side and a picture on the other side) so all students can see it.



2. Show the letter “Aa” and ask students to say its name and sound. Then ask a few students randomly to say the letter’s name and sound individually e.g., “What’s this?” (elicit “Aa”).
3. Teach the sound of the letter (e.g. “Aa” is for /a/ ... /a/- /a/- /a/). Chorus again and check individually.
4. Turn the double-sided flashcard and provide an example of an object that begins with the letter e.g., “What’s this?” (elicit “Aa”) and “Aa” is for...? (turning the card over) “apple”. Chorus the word and check individually.
5. Repeat the activity with a few more letters.

6. Give the students a worksheet and ask them to match the initial sound of common words depicted in pictures with their corresponding letters by drawing a line to join the letters with relevant pictures. Similarly, ask them to match the small and capital letters too.

D		c	A	.	*b
B		b	B	.	*f
E		d	C	.	*e
A		a	D	.	*a
C		e	E	.	*c
			F	.	*d



## CONCLUSION / SUM UP

| 2 MINUTES

- Tell students that today, we have learnt to match the initial sounds of words with the letters. Review with the help of a few examples.



## ASSESSMENT

| 4 MINUTES

- Ask students to name a few objects starting with “Aa, Bb, Cc, and Dd” from the classroom environment or a picture /illustrations, (some students might say some Urdu words with “Aa, Bb, Cc, and Dd”, accept those words but encourage them to think of English words). Give them clues so that they come up with as many responses as possible.



## HOMEWORK / FOLLOW UP

| 4 MINUTES

- Ask students to match the small letters with the capital letters by drawing a line.
- Give students a matching worksheet of the initial letter sounds and pictures.
- Throughout the year, continuously guide and assess students’ abilities to recognise, articulate and write letters of the alphabet.
- For real-life experience, ask students to look for and identify the letters in a variety of print material, old books, newspapers, billboards, wrappers, cartons, etc.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

# INTRODUCING YOURSELF



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of common conventions and dynamics of oral interactions in a group to introduce themselves.

## INFORMATION FOR TEACHERS

- If you provide an interactive environment to students and enforce rules so that students do not make fun of or fight with each other, then students will be able to express themselves in the class confidently.
- Create activities for students to have healthy conversations with each other. This will help to develop student's interpersonal skills.
- It is extremely important to present the model of courtesies that you are teaching to the students, remember to say "Thank you", "Excuse me", "I am sorry", "You are welcome". Look for opportunities to use these as often as you can.
- Always ask for permission before taking someone else belonging.
- As you practice conversation, also demonstrate the use of appropriate body language for different communicative functions for example:
- Tell them that while talking to people, do not speak when the other person is speaking, wait for your turn.
- Tell them it's polite to answer if somebody is asking some questions or wants to talk.
- Ensure that students listen to each other with respect.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chart, marker/ chalk, textbook, etc.



## INTRODUCTION

5 MINUTES

- Begin the class by cheerfully saying Assalam-o-Alaikum/Good Morning to students. (Expected response: "Wa'alaik-um-Assalam /Good Morning"). Ensure that the students respond to the greeting.
- Ask, "How are you?" (Expected response: "Fine, thank you"). Ensure that students respond to the greeting.
- Ask the students:
  - When you meet someone for the first time, what do you ask them? (Expected answers, Assalam-o-Alaikum, how are you? etc.)
  - Next, ask them how what they say when someone is asking them who they are or requesting an introduction or they are meeting them for the first time and need to tell

them a bit about themselves and need to know the other person(s). (Expected response: I'm Izza. My name is Amal., etc.)

4. Tell students that today we will learn how to introduce ourselves to other people and ask their names.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Tell students that we say "What's your name?" when we want to ask someone's name. A more polite way of asking this is "May I have your name, please?"
2. Ask students to repeat after you: "What's your name?" (Articulate the sentence with a proper tone so that the students hear and understand each word correctly). Chorus the sentence a few times.
3. Now tell students that when someone asks "What's your name?" we say "My name is \_\_\_\_\_" (use your name in place of the "blank" but tell students to use their names while repeating).
4. Tell students that it is always more polite to introduce yourself before asking for a person's name. "Hello/ Assalam-o-Alaikum, my name is Sidra. It is a pleasure to meet you. May I ask your name?" The other person may respond like "It's good to meet you too, I'm Yasmin."
5. When you talk to someone, it is polite to pay attention and make eye contact with them.
6. Tell students to practice in pairs and ask and tell each other their names.
7. Encourage the students to call each other by their names in routine.

### Activity 2:

10 Minutes

#### Role Play

1. Call two students for a role-play/ dialogue activity.
2. Help out the students in carrying out the following role-play/ dialogue.

**Step 1:** (student 1) Smile

**Step 2:** (student 1) introduce yourself by telling your name first (as shown below)

❖ "Assalam-o-Alaikum/ Hello, I am Saira. It is a pleasure to meet you. May I ask your name?"

**Step 3:** (student 2) respond to student 1, use your name (as shown below)

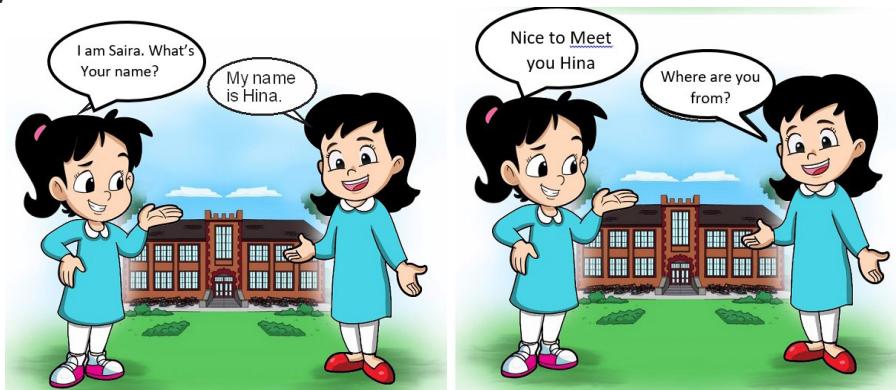
❖ "It's good to meet you too, my name is Hina."

**Step 4:** Ask a question

"Where are you from?"

Or

"Do you come here often?"



**Note:** Tell them that listen and wait for each other's responses.



## CONCLUSION / SUM UP

2 MINUTES

1. Tell students that today, they have learnt to introduce themselves and ask other person's name politely.
2. Tell them that if they find it difficult to use complete and accurate sentences, initially they can use short phrases or broken sentences. Just remember to smile when talking to someone for the first time.



## ASSESSMENT

3 MINUTES

1. Informally assess students' ability to introduce themselves. Appreciate those students who introduce themselves correctly with confidence and motivate those students who are struggling.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice introducing themselves many times with their siblings at home.
2. Throughout the year, continuously guide and assess students' abilities to introduce themselves and to express and offer a few basic social courtesies with appropriate body language for different communicative functions.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**2**

# PREDICTION



## STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to predict the story by looking at the picture(s) in the texts.

## INFORMATION FOR TEACHERS

1. Effective readers use pictures, titles, headings, and text—as well as personal experiences—to make predictions before they begin to read.
2. Predicting involves thinking ahead while reading and anticipating information and events in the text.
3. After making predictions, students can read through the text and refine, revise, and verify their predictions.
4. The strategy of making predictions actively engages students and connects them to the text by asking them what they think might occur in the story.
5. Model how to make predictions for emergent readers. The “think-aloud” strategy is particularly helpful. For example, ‘think’ and ‘say’ the following to students as if you were ‘thinking aloud’: “I found an interesting book at the library and by looking at the cover I am guessing or predicting the story will be about \_\_\_\_\_ and \_\_\_\_\_. When we use what we know to make a guess before we read it is called ‘predicting.’”
6. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Textbook, storybooks, writing board, marker/ chalk, etc.



## INTRODUCTION

| 7 MINUTES

1. The class will begin with a greeting (Assalam-o-Alaikum/Good Morning) and end with the teacher saying “Thank you/Good-Bye/Allah Hafiz.”
2. Draw a sad face on the writing board and ask the students to describe it. Ask them to guess why the face looks sad. Encourage them to respond without worrying about wrong answers.
3. Next, draw a cake (next to the sad face) and ask students to describe it. Then, ask them to guess who will eat the cake. Accept all answers and ask them to guess what you will draw next.
4. Now, draw a happy face next to the cake.
5. Ask students to try to guess why the face looks happy now. (Someone might say, “After eating a cake, the boy is feeling happy.”)
6. Now, write the following on the board:
  - ◊ Once there was a boy who was\_\_\_\_\_.

- ◇ Then, he found a piece of \_\_\_\_\_ in the kitchen.
  - ◇ After eating the cake, he became\_\_\_\_\_
7. Point to the drawings on the writing board and ask students for answers to fill in the blanks.
8. Add on: Draw the following emojis and ask students who could our story-boy be? Any guesses?



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

#### Read aloud

1. Select a story from any storybook or textbook.
2. Show the cover page to students and make them guess the story.
3. Then, open the storybook and show the pictures while reading the text aloud. Pause just before a new event/ action in the story. Pointing to the relevant pictures, ask students to guess what happens next.
4. Similarly, before reading the end of the story, pause just before the end, and pointing to any relevant pictures in the book, ask students to guess the end of the story.
5. Read the end of the story and ask students to check if their guesses were correct.

### Activity 2:

**10 Minutes**

#### Think-Pair-Share

1. Ask students to open the textbook to a certain page.
2. Ask them to look at the pictures and guess what the text is about.
3. Say, "Now, turn to a partner and discuss your guesses about the pictures/ text. Both partners should share their guesses with each other."
4. In pairs, they should come up with responses about the pictures.
5. Allow 2 – 3 pairs to share their responses with the whole class.
6. Next, ask students to read the text and check if their guesses were right.
7. To conclude the activity, ask a few questions about the events, characters, and colours in the pictures.
8. Highlight the relationship of pictures/ illustrations with the text.



## CONCLUSION / SUM UP

| 2 MINUTES

1. Using the textbook or a storybook, summarise the use and importance of pictures in texts. Pictures/illustrations can speed up the process of understanding and make it easier to comprehend the text.



## ASSESSMENT

4 MINUTES

1. Show different pictures to students randomly from the textbook or any storybook and ask them to look at the pictures and tell what they show and what the text may be about.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to draw a picture story in 1 to 3 pictures.
1. Tell them to look at pictures in a children's magazine or children's page from a newspaper (Friday or Sunday edition). Before reading the text, guess what it is about by looking at the pictures. Share their findings with the class next week.
1. Assign students to do the relevant activities/ exercises from their textbook as homework...

# DESCRIBING COMMON OBJECTS



## STUDENT LEARNING OUTCOMES

- Point out/name some common objects in a picture or an illustration.
- Describe them in a word or two, or a sentence.

## INFORMATION FOR TEACHERS

1. Pictures/ illustrations support reading comprehension.
2. Give students the concept that pictures/ illustrations can help a reader get to the main idea of the text quickly.
3. Provide them with relevant and appropriate vocabulary to describe objects in a picture/ illustration:  
*The picture shows .....(singular or plural noun). ... (position: on the left/right/...) there is / are ... / we can see.... ... is ... (position: on the left/right/...) In this picture, the .....(singular noun) is (verb)-ing ..../ the .....(plural noun) are (verb)-ing ..*
4. Use pictures/ illustrations given in the textbook for this purpose. Use other sources too, e.g., children's magazines, children's pages in newspapers, storybooks, etc.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, realia, textbook, etc.



## INTRODUCTION

| 5 MINUTES

1. Begin the class by cheerfully saying Assalam-o-Alaikum/Good Morning to students. (**Expected response:** "Wa'alaik-um-Assalam /Good Morning"). Ensure that the students respond to the greeting.
2. Ask the students to name a few objects starting with /b/ from the classroom environment or from a picture /photograph (students might say book, bags, etc. or they might say some Urdu words with the sound /b/, encourage them to think of English words). Give them clues so that they come up with as many responses as possible.
3. Repeat it for a few other sounds/ letters.



## DEVELOPMENT

| 23 MINUTES

### Activity 1:

**13 Minutes**

1. Tell the students that when we say apple, the first sound that we utter is /a/. Repeat saying /a/ a few times with the whole class. Now, ask 2 - 3 students individually to utter /a/.
2. Display the following charts on the writing board.



3. Tell the students "ant" by pointing at the picture of ant on the chart. Repeat saying /a/ a few times with the whole class. Now ask 5-6 students individually to utter /a/.
4. Write "A" and "a" on the writing board.

**Activity 1:****13 Minutes**

1. Ask students to name a few objects/things from the classroom environment.
2. Display a picture on the board and ask students to name the things they see in the picture. You can also draw the following picture on a chart, colour it and display it for all students to see and describe:



3. Tell them to use phrases like:
  - ◊ There is a..... in the picture.
  - ◊ There are..... in the picture.
4. Ask students to work in pairs and write a few sentences to describe the objects/ things seen in the picture. Tell them they can use the phrases practised above.
5. As the pairs work, move around and provide the necessary support.
6. Once they have completed the task, invite 2 – 3 pairs to share their work with the whole class.
7. Appreciate students for their active participation in the activity.

**CONCLUSION / SUM UP**

| 2 MINUTES

1. Tell students that today, we have learnt to name and describe some common objects in a picture.



## ASSESSMENT

3 MINUTES

1. Point to a few objects in the classroom and ask students to name them.
2. Next, ask students to write one or two words to describe those objects.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make a list of objects they have in their school bags.
2. Throughout the year, continuously guide and assess students' abilities to name and describe common objects.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

# 12

# TRACING FAMILIAR WORDS



## STUDENT LEARNING OUTCOMES

- Trace and copy familiar words learnt in class..

## INFORMATION FOR TEACHERS

1. Tracing refines the pre-writing skills and lays a base for writing.
2. Make sure that every child can hold the pencil correctly.
3. Tracing activity may be conducted frequently in the class for the early grades.



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, notebooks, pencils, etc.



## INTRODUCTION

| 5 MINUTES

1. Begin the class with greetings.
2. Ask students to stretch their hands and arms
3. Ask them to draw a wavy line, a straight line, and a zigzag line to control the pencil.
4. Provide help if needed.
5. Ask students to tell some familiar words.
6. Write these words on the writing board.
7. Now tell them we are going to trace and copy some of these familiar words.



## DEVELOPMENT

| 23 MINUTES

### Activity 1:

**13 Minutes**

1. Distribute photocopies of the following worksheet to students and ask them to trace the words:

cat		c
hat		h
rat		r
mat		m
bat		b

(Note: If you do not have the facility for getting photocopies, you can prepare students' notebooks beforehand by writing these words in dotted lines on their notebooks. Moreover, find tracing worksheets given in the textbook and use them for this lesson).

2. Help the students out during this activity, if they find any sort of difficulty.

**Activity 2:****10 Minutes**

1. Ask students to copy the same words in their notebooks.
2. Monitor this activity and help students if needed.

**CONCLUSION / SUM UP**

| 2 MINUTES

1. Tell students: Today we have learnt to trace and copy a few familiar words. Tracing helps to learn writing skills.
2. In copying, we produce our own words by looking at already written words.

**ASSESSMENT**

| 3 MINUTES

1. Ask students to copy the following words in their notebooks:  
boy, sit, dog, ball, doll.

**HOMEWORK / FOLLOW UP**

| 2 MINUTES

1. Ask students to copy at least ten familiar words from the textbook in their notebooks as a home assignment.
2. Assign students to do the relevant activities/ exercises from their textbook as homework..

# 13

# MISSING LETTERS



## STUDENT LEARNING OUTCOMES

- Provide the missing letters in a simple one/two-syllable word.

## INFORMATION FOR TEACHERS

- Spelling skills require recognition and understanding of syllables and basic phonics (sounds).
- Syllables help us pronounce and spell words by breaking them into smaller chunks.
- One-syllable words cannot be broken into parts. They are pronounced as a single unit.
- Exp: cat, ant, bird, dog, etc.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, A4 size papers cut into four pieces, textbook, etc.



## INTRODUCTION

5 MINUTES

- Ask students to name some objects from the classroom.
- Write the names of the objects on the writing board. (Try to choose one/two-syllable words). Exp: pen, pencil, desk, window, etc.
- Read aloud these words and ask students to repeat after you.
- Now, delete a letter or two from a word.
- Ask students to help you re-write the word with correct spellings by providing the missing letters.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

- Write a word on a piece of paper and show it to the class.  
Exp: 'book'
- Read aloud the word and ask students to look at the word.
- Cover the word when all the students have seen it.
- Now, show them another piece of paper with the same word written on it but with a missing letter.  
Exp: 'bo\_\_k'.

- Distribute pieces of blank paper among students or ask them to open a blank page from their notebooks.
- Ask them to write the complete word on the piece of paper by recalling their memory.
- Again, show students the complete word and ask them to check if their spelling is correct.
- Repeat this activity until the students are able to provide the missing letter correctly.
- Do it for a few more words.



### CONCLUSION / SUM UP

3 MINUTES

- Tell students that we have learnt how to write missing letters to complete a word with correct spelling.



### ASSESSMENT

5 MINUTES

- Display a chart of classroom objects and their names (with missing letters) and ask students to complete the name of each object by writing the missing letters.

	ch__ir
	fa__
	_ag
	b__n



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to complete the missing letter activity in the textbook.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

# 14

# NUMBERS IN WORDS



## STUDENT LEARNING OUTCOMES

- Recognize the different categories of some numbers in words.

## INFORMATION FOR TEACHERS

1. The song in this lesson, “The Numbers Song”, is great to use when you are teaching numbers and counting, but it can also be used as a fun warm-up or played at any point in the lesson. Students usually love rhymes and songs and enjoy them in class.
2. While teaching the lesson, the teacher should consult the textbook at all steps where and when required.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects with numbers from 1-10 in words, a chart with “The Numbers Song.”



## INTRODUCTION

| 8 MINUTES

1. Begin the class by cheerfully saying Assalam-o-Alaikum/Good Morning to students. (**Expected response:** “Wa’alaik-um-Assalam /Good Morning”). Ensure that the students respond to the greeting.
2. Ask students, “How many eyes do you have?”
3. Ask students how many legs a dog has.
4. Display the chart of “The Numbers Song” on the board so that all students can see it easily:

### "The Numbers Song"

1 – 2 – 3 – 4 – 5 Jump!

6 – 7 – 8 – 9 – 10 Jump!

Turn around and clap your hands

And jump!

1 – 2 – 3 – 4 – 5 Kick!

6 – 7 – 8 – 9 – 10 Kick!

Turn around and clap your hands

And kick!

1 – 2 – 3 – 4 – 5 Wiggle!

6 – 7 – 8 – 9 – 10 Wiggle!

Turn around and clap your hands

And wiggle!

1 – 2 – 3 – 4 – 5 Jump!

6 – 7 – 8 – 9 – 10 Kick!

Turn around and clap your hands

And Jump!

Kick!

Wiggle!

And Jump!

(Source: <https://www.eslkidstuff.com/>)

5. Sing this song with the class. Get everyone to stand up and march along and do the actions. Make sure you do the actions with students so that they can follow you and copy what you are doing.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

1. Write numbers from 1 to 10 in words (To be started when students learn one-syllable words).
2. Show a chart having 1-10 objects with numbers in words.
3. Ask students to count the objects and help them read the number in words.
4. Ask students to copy the numbers in words.
5. Ask students to learn the spelling and write the numbers in words.
6. Show pictures with different numbers of objects; ask students to write correct numbers in words.
7. Display a number chart in the class with animals' pictures.

**Activity 2:****10 Minutes**

1. Ask students to move around in the classroom, look outside the classroom, and tell a partner what things/ objects/ persons they have seen.

**CONCLUSION / SUM UP**

2 MINUTES

1. Tell the students that today, we have learnt to write numbers 1 – 10 in words.

**ASSESSMENT**

3 MINUTES

Ask students the following questions orally:

1. *How many fingers do you have in one hand?*
2. *How many fingers do you have in both hands?*

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to write the numbers 1 – 10 in words in their notebooks.
2. Throughout the year, continuously ask the students to count different objects in the classroom.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

# 15

# MATCHING NAMING WORDS WITH PICTURES



## STUDENT LEARNING OUTCOMES

- Recall and match common naming words with pictures from the immediate environment.

## INFORMATION FOR TEACHERS

- A noun is a word that represents a person, place, or thing. Everything we can see or talk about is represented by a word. That word is called a “noun.” You might find it useful to think of a noun as a “naming word.”
- Often a noun is a name for something we can touch (e.g., “lion,” “cake,” “computer”), but sometimes a noun names something we cannot touch (e.g., “bravery,” “mile,” “joy”).
- This lesson can be made interesting for students by showing real objects to them. In some cases, you may show pictures of objects. But students can be better engaged if you walk into the classroom with a big basket having some toys, fruits, and vegetables.
- While teaching the lesson, also consult the textbook at all steps where and when required.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flashcards of alphabets, textbook, etc.



## INTRODUCTION

| 5 MINUTES

- Begin the class with greetings.
- Write the following questions on the writing board.
  - What is your Name?
  - Can you name the object you are sitting on?
  - Where are you at the moment?
  - What is inside your bag?
- Ask students the questions written on the writing board and note down their responses. (Expected answer: one-word answer – a noun)
- Now announce to them that everything has got a name and that name is called a noun or a naming word.



## DEVELOPMENT

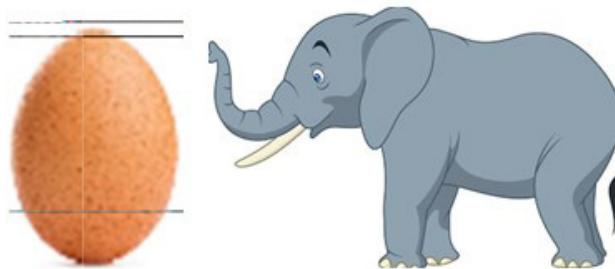
| 20 MINUTES

### Activity 1:

**10 Minutes**

- Ask students to recall the last activity and describe what ‘naming words’ are. Refer to their own names.

2. Tell them that just like they have names, animals, things, and places have names too.
3. Draw/display the following pictures on the writing board.



4. Ask students to name the objects shown in the pictures. (Students might say park, egg, elephant or they might say some Urdu words. Don't discourage them but encourage them to think of English words). Give them clues so that they may come up with as many responses as possible.
5. Ask students to first share the names of things in pairs.
6. Then, allow 3 – 4 students to share the names of a few things with the whole class.
7. If a student tells an incorrect word, make indirect correction by saying, "Good, so you mean \_\_\_\_\_ (correct word)."
8. Tell students that everything has a name so help us recognize it and differentiate it from others.
9. Display a chart with pictures of a bulb, cake, cup, car, desk, jug, lamp, mug, pen, pencil, van, etc. These are mostly names of things that are the same in English as well as in Urdu. You can bring some of these objects to class too, such as a cup and a bulb, pen, and pencil.
10. Tell students again that everything has a name so that we can recognize it and differentiate it from others, therefore the name that we give to an object is called a naming word.

#### **Activity 2:**

**10 Minutes**

1. Draw a plant/tree, a desk, a chair, a fan, and a lunch box on the writing board and ask the students to match the objects with the same in immediate surroundings. When they have done so, ask them to name these things.
2. Collect their response and write the names of the objects on the writing board.
3. Also, ask for students' names and their friends' names.
4. Ask them to name a few more things from their surroundings, e.g., point to the writing board, marker/ chalk, duster, window, door, clock, bell, etc, and ask students to name the objects.
5. Ask students to share if they have any pets or other animals at home. As they share, write a few names on the board.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have learnt that people, places, animals, and things have particular names and they can be grouped accordingly.



## ASSESSMENT

5 MINUTES

1. Ask students to quickly identify a few more naming words from the classroom environment or from a picture/photograph (students might say Ahmed, board, etc. or they might say some Urdu words, encourage them to think of English words). Give them clues so that they come up with as many responses as possible.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to quickly identify a few more naming words from the classroom environment or from a picture/photograph (students might say Ahmed, board, etc. or they might say some Urdu words, encourage them to think of English words). Give them clues so that they come up with as many responses as possible.

# SUBSTITUTION WORDS (PRONOUNS)



## STUDENT LEARNING OUTCOMES

- Recognize and use substitution words me, you, him, her, us, them, I, you, he, she, we, they, it.

## INFORMATION FOR TEACHERS

1. Make use of physical responses like pointing to self, person speaking to and or sitting / standing away.
2. Give examples of sentences using common names of persons and things present in class room and then replace it with substitution words e.g.:
  - ◊ I like Ahmad.
  - ◊ I like him.
  - ◊ Aslam likes English.
  - ◊ He likes English.
3. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker and duster.



## INTRODUCTION

| 5 MINUTES

1. Revise with students about action words and naming words e.g.
2. What is an action word?  
(play, write, run)  
What is a naming word?  
(Ali, Chair, School)
3. Tell the students that today we will learn about the substitution words called pronouns.



## DEVELOPMENT

| 20 MINUTES

### Activity 1: 10 Minutes

The teacher will:

1. Write a few simple sentences on the board.
2. Make sure to use complete names of objects and persons and use both singular and plural names.

**Sentences:**

- ◊ Ali likes Ice-cream.
- ◊ Alia is a girl.
- ◊ Picture is beautiful.
- ◊ Saba and Sara are friends.
- ◊ Father brought apples.
- ◊ Mother cooks meal.

3. Now underline the naming words involving students.
4. Invite students to replace the underlined naming words with the words given in the box below:

I, you, he, she, they, it

**Sentences:**

- I. I likes it
- ii. She is a girl.
- iii. It is beautiful.
- iv. They are friends.
- v. He brought apples.
- vi. She cooks meal.

5. Now ask students which words are replaced by new words.
6. Provide feedback to the students that the replacing words (I, you, he, she, they, it) are called pronouns.

**Activity 2:****10 Minutes****The teacher will:**

1. Display a picture of a garden, wherein a girl (Sara), her brother (Ahmad), her father (Mr. Aslam) and her mother (Mrs. Aslam) are shown doing different tasks.
2. Ask students to identify the names of the persons in the picture. e.g. (Mr. Aslam, Ahmad, Sara) etc.
3. Now ask students to name the action words in the picture e.g. (Plucking, cleaning, watering) etc.
4. Then ask students few questions about the picture. e.g.
7. Q: (What is Ali doing? Ans: Ali is watering plants).
8. Underline the proper name "Ali" in the sentence. Ask students with which word we can replace the proper noun, Ali.
9. Write students' responses on the board.
10. Replace the proper noun Ali with correct response.
11. (Ali is watering plants).
12. (He is watering plants).
13. Repeat similar question asking about other naming words, shown in the picture. e.g.
14. What is Mr. Aslam doing?



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have learnt about substitution words called pronouns.
2. A pronoun is a word that can be used instead of a noun.



## ASSESSMENT

5 MINUTES

1. Write few simple sentences on board and ask students to copy it on their notebooks.
2. Ask students to identify pronouns in these sentences.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice substitution words (me, you, him, her, us, them) at home.
2. Ask some students to share their work when they come to the class next time.
3. Hang punctuation marks' cards in the class.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

# SENTENCES WITH CAPITALISATION/PUNCTUATION



## STUDENT LEARNING OUTCOMES

- Trace/copy simple sentences leaving spaces between words using correct capitalization, punctuation and spelling.
- Apply capitalization to the initial letter of the first word of a sentence.
- Write name and phone number.

## INFORMATION FOR TEACHERS

1. Sentence is key to conversation. Practice of simple construction of subject, verb, object should be given to students.
2. Its importance should also be highlight to the students.
3. Ensure that students can trace/copy simple sentence with correct spellings.
4. While teaching the lesson, the teacher should also consult the textbook at all steps..



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker and duster.



## INTRODUCTION

| 5 MINUTES

1. Tell students it is important to write legibly for conveying a message.
2. There are certain rules which should be followed to convey our writing message to other.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

1. Write the following letters (jumbled form) on the writing board.

Ispeaktoahamd

2. Ask few students, try to read it, what is written on the writing board.
3. Note their responses on the writing board putting space,, where students pause e.g.
4. Tell them it is difficult to read and recognize words if they are written without leaving proper spaces between them.
5. Now rewrite the above letters (words) putting proper spaces between them.

I speak to ahmd

I speak to ahmd

(don't capitalize or punctuate it)

1. Explain students that we can only copy/write simple sentences if proper spaces are inserted between words.

#### Activity 2:

10 Minutes

1. Write the following sentence on the writing board learnt earlier.

I speak to ahmd

2. Invite students to look for point out any mistakes in the sentence.
3. Probably few students identify capitalization mistakes, appreciate them if they do so.
4. Now explain students that besides leaving proper spaces between words, sentence should be written by capitalization certain letters.
5. Invite few students to write some simple sentences on the writing board they learnt earlier.
6. Encircle capitalization/punctuation mistakes (if any) on the board.
  - ◊ Each sentence begins with a capital letter.
  - ◊ Always capitalize the pronoun / letter (i) anywhere it appears separately in a sentence.
  - ◊ Always capitalize the initial letter of a proper noun.
7. Now make punctuation corrections to the sentences written on the board e.g.
8. To reinforce the concept,, ask the students to write a sentence using their name and phone number.
9. Ensure that the students leave space between words and use correct capitalization .



#### CONCLUSION / SUM UP

| 3 MINUTES

Tell the students that today we have learnt to:

1. Why it is necessary to learn spaces between words while writing/copying.
2. We also learnt to capitalize the intial letter of a sentence.



#### ASSESSMENT

| 5 MINUTES

1. Ask students to spell some commonly used words e.g. speak, run,, talk, tell, good etc.
2. Which words are capitalize in writing / copying?
3. Ask the students to write their name and phone number on their notebooks.



#### HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Copy few simple sentences according to capitalization rules in your notebook.
2. Hang “punctuation mark” cards in the class.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 18

# WRITING ONE-SYLLABLE WORDS



## STUDENT LEARNING OUTCOMES

- Copy and write simple one-syllable words with correct spelling. Leave regular spaces between words.

## INFORMATION FOR TEACHERS

1. Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pen-cil (two syllables), pen (one syllable), etc. More often each syllable has a single vowel sound.
2. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
3. Ask students the meanings of the words during each activity which provides an opportunity to involve students. Whenever possible, bring the objects or at least pictures of different things mentioned to class so that the students learn the vocabulary.
4. Use some of the words in sentences. When you use the word 'run', ask them, 'Do you like to run in the playground? or, Can you run fast?' etc.
5. Tell the students that when we make certain sounds for which we don't join our teeth or lips or close our mouth, those are called vowels. We can make vowel sounds freely without friction.
6. While teaching the lesson, consult the textbook at all steps where and when required.



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flashcards of alphabets, textbook, etc.



## INTRODUCTION

| 5 MINUTES

1. Begin the class by greeting students.
2. Say "How are you?" to students and make sure that students reply, "We are fine, thank you." Or "Fine, thanks." Or "Fine, thank you."
3. Write "b" on the writing board and ask the students how to pronounce it. Seek answers from students. Repeat this practice with more letters like f, g, m, r, etc., and make sure that the students can pronounce them correctly.
4. Draw a picture of a "fan" on the writing board and ask students its name. If nobody can respond, tell them it is a "fan". Repeat the word "fan" with all students. Invite a few students to say it aloud for the whole class.



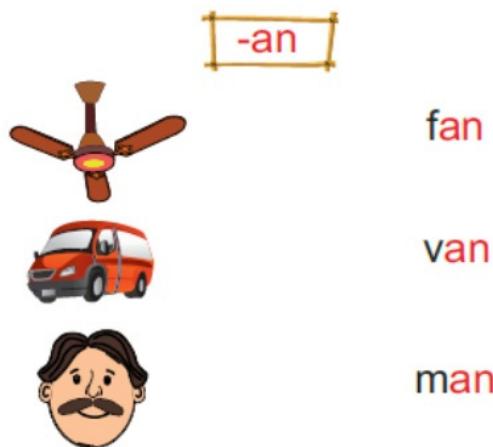
## DEVELOPMENT

23 MINUTES

### Activity 1:

10 Minutes

1. Draw/display a picture of a “van” on the writing board, point to it, and ask students its name. If nobody can respond, tell them it is a “van”. Repeat the word “van” with all students. Invite a few students individually to repeat it.



2. Draw/display a picture of a “man” on the writing board and repeat the above-mentioned steps.
3. Ask the students if “man”, “van” and “fan” are beginning with the same letter sound? (Expected response: No)
4. Say m/an, v/an, and f/an in exaggerated style and ask students to repeat.
5. Ask students what is common in man, van, and fan. (Expected response: the “an” sound at the end of the three words is common).
6. Ask students to write ‘\_an’ in their notebooks. Then, add an ‘m’ to it and write ‘man’. Next, add a ‘v’ to it and write ‘van’. Repeat this process for a few more one-syllable words.

### Activity 2:

13 Minutes

7. Write the following on the board and ask students to find and circle the one syllable word with correct spellings.

c	a	t	m	Key:
s	p	a	n	Cat
z	l	u	b	Pan
k	x	f	a	One
o	n	e	g	Bag
q	t	a	p	Tap

8. Arrange the jumbled letters to make one-syllable words.

<u>c</u>	<u>p</u>	<u>a</u>	Key: Cap
<u>a</u>	<u>m</u>	<u>n</u>	Man
<u>n</u>	<u>f</u>	<u>a</u>	Fan
<u>n</u>	<u>v</u>	<u>a</u>	Van
<u>t</u>	<u>a</u>	<u>h</u>	Hat



## CONCLUSION / SUM UP

2 MINUTES

1. Tell students that today we have learnt to copy and write simple one-syllable words.



## ASSESSMENT

3 MINUTES

1. Use the above activities as a formative assessment to assess the students' performance.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice tracing/copying one-syllable words several times at home.
2. Throughout the year, continuously guide and assess students' abilities to recognize, read and write one-syllable words.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

# 19

## IDENTIFICATION OF COMMON SIGHT WORDS AND CONSONANT DIGRAPHS



### STUDENT LEARNING OUTCOMES

- Pronounce some common consonants digraph in initial position.

### INFORMATION FOR TEACHERS

- A consonant digraph consists of two adjacent consonants that produce one sound. The digraphs sh, ch, wh and th represent unique sounds that are not usually associated with any individual letters of the alphabet.
- Point out various digraphs to students as they read books. They may be given word cards to put into groups, according to their digraphs. They will also be given phonic activities that encourage them to write words containing certain digraphs. It is very important for students to be given the chance to practice writing words in order to learn the correct spelling.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



### DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



### MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flash cards of alphabets, etc.



### INTRODUCTION

5 MINUTES

#### The teacher will:

- Begin the class by saying "Good morning/Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
- Say "How are you?" to the students and make sure that the students reply, "We are fine, thank you." to that.
- Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /ī/, /h/, /j/, /ū/, /w/, /v/, /g/, /y/, /x/, /z/, /q/.
- Ask the students what sound they hear at the beginning of the word "zoo" (emphasize on the initial sound). Seek answers from the students. The teacher will say "zoo". Repeat the word "zoo" with all the students.
- Ask what sound they hear at the beginning of the word "cat". DO NOT WRITE the words. Also ask the students for the beginning sounds for 'kid', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish'.
- Tell the students that we have learnt about words that have the same sound in initial position, today, we are going to learn about some special pairs of letters called digraphs. A digraph is two letters that make just one sound.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

**The teacher will:**

1. Draw/display picture of a “chair” on the board (or display a chart) and point out to the picture of “chair” and ask what it is? Seek answers from the students.
2. Tell the students it is a “chair” (emphasizing on the initial sound /ch/). Repeat the word “chair” with all the students. Invite few students to repeat.
3. Write the word “chair” on the board and tell the students that when two consonants come together and make one new sound, such words are called diagraphs. When you see ‘ch’ together in a word, they stand for a new sound.
4. Underline the two letters “ch” to remind students that the two letters together make ONE sound. The digraph “ch” makes the /ch/ sound.
5. Ask the students to listen, /ch/. Repeat the word “chair” with all the students. Invite few students to repeat.
6. Instruct the students DO NOT sound out the “c” and “h” separately. ALWAYS sound out “ch” as /ch/ - ONE SOUND!

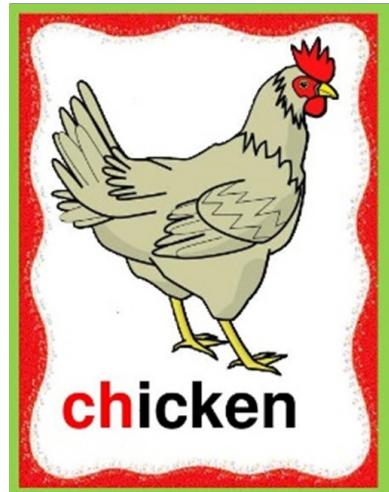


### Activity 2:

10 Minutes

**The teacher will:**

1. Draw/display picture of a “chicken” on the board (or display a chart) and point to the picture of “chicken” and ask about it. Seek answers from the students. Tell the students that it is a “chicken” (emphasizing on the initial sound /ch/). Repeat the word “chicken” with all the students. Invite few students to repeat.
2. Write the word “chicken” on the board and tell the students that when two consonants come together and make one new sound, such words are called diagraphs. When you see ‘ch’ together in a word, they stand for a new sound.
3. Underline the two letters “ch” to remind students that the two letters together make ONE sound. The digraph “ch” makes the /ch/ sound.
4. Ask the students to listen, /ch/. Repeat the word “chicken” with all the students. Invite few students individually to repeat.
5. Instruct the students DO NOT sound out the “c” and “h” separately. ALWAYS sound out “ch” as /ch/ - ONE SOUND!



## CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt to pronounce the consonant digraph /ch/



## ASSESSMENT

4 MINUTES

1. Take the flashcard for the digraph 'ch' and at least ten other random letters (or write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only two minutes for this activity.
2. Say the sound for the digraph 'ch'. Ask students to raise their hands if they can say the first sound in 'chip', 'chair', 'chop'. Remind them that two letters make one sound.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the words chip, chicken and chair and ask the students to practice tracing/copying "ch" words several times at home.
2. Throughout the year, continuously guide and assess students' abilities to recognize, read and write /ch/ diagraphs.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.



## PERIOD 2 / 35 MIN



## STUDENT LEARNING OUTCOMES

- Pronounce some common consonants digraph in initial position.

## INFORMATION FOR TEACHERS

- A consonant digraph consists of two adjacent consonants that produce one sound. The digraphs ‘sh’, ‘ch’, ‘wh’ and ‘th’ represent unique sounds that are not usually associated with any individual letters of the alphabet.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flash cards of alphabets, etc.



## INTRODUCTION

| 5 MINUTES

### The teacher will:

- Begin the class by greeting “Good morning/Assalam-o-Aliakum” to the students and the students will answer the greeting by saying “Good morning/Walaik-um-Assalam”. Ensure that the students respond to the greeting properly.
- Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”
- Review sounds already taught: /ch/
- Ask the students what sound they hear at the beginning of the word “chin” (emphasize on the initial sound). Seek answers. Tell students that it is “chin”. Repeat the word “chin” with all the students.
- Ask what sound they hear at the beginning of the word “chat”. DO NOT WRITE the words.
- Tell the students that we have learnt about /ch/ sound in initial position, today, we are going to learn about /sh/ digraphs. A digraph is two letters that make just one sound.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

### The teacher will:

- Draw/display picture of a “shirt” on the board (or display a chart) and point out to the picture of “shirt” and ask about it. Seek answers from the students. Tell the students it is a “shirt” (emphasizing on the initial sound /sh/). Repeat the word “shirt” with all the students. Invite few students to repeat.
- Write the word “shirt” on the board and will tell the students that when two consonants come together and make one new sound, such words are called digraphs. When you see “sh” together in a word, they stand for a new sound.
- Underline the two letters “sh” to remind students that the two letters together make ONE sound. The digraph “sh” makes the /sh/ sound.
- Ask the students to listen, /sh/. Repeat the word “shirt” with all the students. Call five to six

students individually to repeat.

5. Instruct the students DO NOT sound out the “s” and “h” separately. ALWAYS sound out “sh” as /sh/ - ONE SOUND!



### Activity 2: **10 Minutes**

**The teacher will:**

1. Draw/display a picture of a “sheep” on the board (or display a chart) and point out to the picture of “sheep” and ask about it. Seek answers from the students. Tell the students it is a “sheep” (emphasizing on the initial sound /sh/). Repeat the word “sheep” with all the students. Invite few students to repeat.
2. Write the word “sheep” on the board and tell the students that when two consonants come together and make one new sound, such words are called digraphs. When you see ‘sh’ together in a word, they stand for a new sound.
3. Underline the two letters “sh” to remind students that the two letters together make ONE sound. The digraph “sh” makes the /sh/ sound.
4. Ask the students to listen, /sh/. Repeat the word “sheep” with all the students. Invite few students to repeat.
5. Instruct the students DO NOT sound out the “s” and “h” separately. ALWAYS sound out “sh” as /sh/ - ONE SOUND!



### **CONCLUSION / SUM UP**

**4 MINUTES**

1. Tell the students that today, we have learnt to pronounce the consonant digraph /sh/.



### **ASSESSMENT**

**4 MINUTES**

1. Take the flashcard for the digraph ‘sh’ and at least ten other random letters (or write the letters on the board). Quickly point to one at a time and ask students to raise their hands if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the sound for the digraph ‘sh’: /sh/. Ask students to raise their hands if they can say the first sound in ‘ship’, ‘shop’, ‘shine’. Remind them that two letters make one sound.



### **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Write the words shirt, sheep and ship, ask the students to practice tracing/copying “sh” words several times at home.
2. Throughout the year, continuously guide and assess students’ abilities to recognize, read and write /sh/ digraphs.
3. Point out various digraphs to students as they read books. They may be given word cards to put into groups, according to their digraphs. They will also be given phonic activities

that encourage them to write words containing certain digraphs. It is very important for students to be given the chance to practice writing words in order to learn the correct spelling.

- Assign students to do the relevant activities/ exercises from their textbook as homework.



### PERIOD 3 / 35 MIN



### STUDENT LEARNING OUTCOMES

- Pronounce some common consonants digraph in initial position.

### INFORMATION FOR TEACHERS

- A consonant digraph consists of two adjacent consonants that produce one sound. The digraphs sh, ch, wh and th represent unique sounds that are not usually associated with any individual letters of the alphabet.
- Point out various digraphs to students as they read books. They may be given word cards to put into groups, according to their digraphs. They will also be given phonic activities that encourage them to write words containing certain digraphs. It is very important for students to be given the chance to practice writing words in order to learn the correct spelling.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



### MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, and flashcards of alphabets.



### INTRODUCTION

| 5 MINUTES

#### The teacher will:

- Begin the class by saying “Good morning/Assalam-o-Alaikum” to the students and the students will answer the greeting by saying “Good morning/Walaik-um-Assalam”. Ensure that the students respond to the greeting properly.
- Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”
- Review sounds already taught: /ch/ and /sh/
- Ask the students what sound they hear at the beginning of the word “chin” (emphasize on the initial sound). Seek answers from the students. Tell the students “chin”. Repeat the word “chin” with all the students.
- Ask what sound they hear at the beginning of the word “shoes”. DO NOT WRITE the words.
- Tell the students that we have learnt about /sh/ sound in initial position, today, we are going to learn about /th/ and /wh/ digraphs. A digraph is two letters that make just one sound.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

**The teacher will:**

1. Draw/display picture of a “thumb” on the board (or display a chart) and point to the picture of “thumb” on the board and ask about it. Seek answers from the students. Tell the students it is a “thumb” (emphasizing on the initial sound /th/). Repeat the word “thumb” with all the students. Invite few students to repeat.
2. Write the word “thumb” on the board and tell the students that when two consonants come together and make one new sound, such words are called diagraphs. When you see “th” together in a word, they stand for a new sound.
3. Underline the two letters “th” to remind students that the two letters together make ONE sound. The digraph “th” makes the /th/ sound.
4. Ask the students to listen, /th/. Repeat the word “thumb” with all the students. Invite few students to repeat.
5. Instruct the students DO NOT sound out the “t” and “h” separately. ALWAYS sound out “th” as /th/ - ONE SOUND!



### Activity 2:

10 Minutes

**The teacher will:**

1. Write the word “what” on the board (or display a chart) and point out to the word “what” on the board and ask about it. Seek answers from the students. Tell the students it is a “what” (emphasizing on the initial sound /wh/). Repeat the word “what” with all the students. Invite few students to repeat.
2. Write the word “what” on the board and tell the students that when two consonants come together and make one new sound, such words are called diagraphs. When you see ‘wh’ together in a word, they stand for a new sound.
3. Underline the two letters “wh” to remind students that the two letters together make ONE sound. The digraph “wh” makes the /wh/ sound.
4. Ask the students to listen, /wh/. Repeat the word “what” with all the students. Invite few students to repeat.
5. Instruct the students DO NOT sound out the “w” and “h” separately. ALWAYS sound out “wh” as /wh/ - ONE SOUND!





## CONCLUSION / SUM UP

4 MINUTES

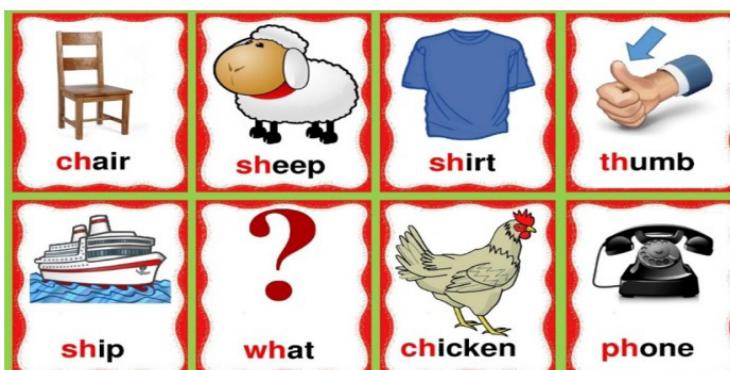
- Tell the students that today, we have learnt to pronounce the consonant digraph /th/ and /wh/.



## ASSESSMENT

4 MINUTES

- Take the flash card for the digraph 'th' and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
- Display the chart on the board and ask students randomly to name the sounds of the words. Remind them that two letters make one sound.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Write the words thing, whale, what and thick, ask the students to practice tracing/copying "th" and "wh" words several times at home.
- Throughout the year, continuously guide and assess students' abilities to recognize, read and write /th/ and /wh/ diagraphs.
- Make little sentences to help them have fun with digraphs, such as:
  - Why is a photo funny? Ask them to read the sentence aloud and point out the di-graphs in it.
- Other possible sentences can be:
  - A sheep should not use the phone.
  - Why are these shoes on the chair? (You can actually put shoes on your chair when you do this sentence).
  - A cat went to the shoe-shop.
- Assign students to do the relevant activities/ exercises from their textbook as homework."

**20****COMMUNICATION SKILL  
(ORAL AND WRITTEN)****STUDENT LEARNING OUTCOMES**

- Articulate, recognize and use some formulaic expressions to exchange basic routine greetings.

**INFORMATION FOR TEACHERS**

1. Teaching students to greet people politely is one of the first steps to gradually and firmly establish idea of good manners in student's mind. It also sets a foundation for good communication skills in the future. Starting the class by greeting your students at the door helps set a positive tone for the rest of the day, when greeting students at the classroom door:
  - ◊ Say the student's name
  - ◊ Make eye contact
  - ◊ Use a friendly nonverbal greeting, such as a handshake
  - ◊ Give a few words of encouragement
  - ◊ Ask how the day is going
2. Provide phrases for students to learn, practice and reproduce appropriately while teaching the students greetings and courtesies. However, give them multiple options, for example "Assalam-o-Alaikum" "Good morning", "Good evening", "Good afternoon", "Good night", "Allah Hafiz" and "Good bye".
3. Create opportunities for students to have real conversations with each other, not just role play in class. This will help develop the student's interpersonal skills.
4. Greeting each other is not a one-time activity, it is routine. Be an example to the students, model the correct way to use greetings for the students. Greet the students when you meet them and use appropriate parting comments when you leave.
5. Formulaic expression is a linguistic term for verbal expressions that are fixed in form, often non-literal in meaning with attitudinal tones, and closely related to communicative skills. A wide range of formulaic expressions are used daily. These may consist of a single word or of several words acting as a unit. Here are some examples:

bye	goodbye	hello	hi	excuse me	thanks
thank you	sorry	pardon	thanks a lot	good morning	farewell
Asalam-o-Alaikum		Walaik-um-Asalam		Allah hafiz	Good day

6. Articulation is the act of expressing something in a clear verbal form. To articulate is to say something very clearly, so that each word or syllable can be heard.

**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Greeting charts.



## INTRODUCTION

5 MINUTES

### The teacher will:

1. Greet the students by saying “Assalam-o-Alaikum”, “Hello” or “Good morning”. Appreciate those students who respond to the greeting.
2. Ask the students, “When you wake-up in the morning and see your mother/father/sister, what do you say?”
3. Tell the students that we say “Assalam-o- Alaikum” or “Good morning”. Emphasize to say the greeting with love and happiness since it will set a positive tone for the rest of the day..



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

### The teacher will:

1. Tell the students that when you meet someone they often ask “How are you?”
2. Ask the students to repeat after him/her “How are you?” (Articulate the sentence with proper pause so that the students hear and understand each word correctly). Repeat the sentence 6-7 times.
3. Now tell the students that when someone says “How are you?” we say “I am fine, thank you.”
4. Ask the students to repeat after him/her “I am fine, thank you.” (Articulate the sentence with proper pause so that the students hear and understand each word correctly). Repeat the sentence 6-7 times.

### Role Play:

1. Call a student to come in front of the class for role-play. The teacher will say “Good morning” to the student. Ensure that the student responds by saying “Good morning”.
2. Ask the student “How are you?” the student responds by saying “I am fine, thank you”.
3. Make eye contact with the student while greeting him/her and encourage the student to look at the teacher directly when they reply.
4. Tell the students that when you talk to someone, it is polite to pay to them attention and make eye contact with them.
5. Repeat the activity 5-6 times with other students of the class.
6. Display the basic routine greeting chart in class and ask the students to observe formulaic expressions in speech bubbles.



**Activity 2:****10 Minutes**

1. Tell the students that when we part/leave we say “Allah Hafiz” or “Good Bye” as parting greeting.
2. Ask the students to repeat after him/her “Good bye” (Articulate the greeting with proper pause so that the students hear and understand each word correctly). Repeat “good bye” 6-7 times.
3. Tell the students that they should say the parting greeting when they leave the house. Encourage the students to use this greeting with each other at home.
4. Tell them to say “Allah Hafiz” or “Good bye” at the end of the day/class (say it cheerfully and by making eye contact).
5. Display the basic routine greeting chart in class and ask the students to observe formulaic expressions in speech bubbles.

**CONCLUSION / SUM UP**

4 MINUTES

1. Tell the students that today, we have learnt how to articulate and use some basic routine greetings use some basic routine greetings in your daily convention.

**ASSESSMENT**

3 MINUTES

1. Informally assess students’ abilities to exchange basic routine greetings during activities.

**HOMEWORK / FOLLOW UP**

3 MINUTES

1. Ask the students to exchange basic routine greeting with their siblings at home several times.
2. Throughout the year, continuously guide and assess students’ abilities to exchange basic routine greetings. Make it routine to greet students yourself and encourage them to respond.
3. Use different common phrases and formulaic expressions each time you practice greeting, like “I am feeling great”, “I am very happy this morning”, “I am feeling sad today”, “I am feeling lazy today”, “I am good” etc.
4. Encourage the students to make individual responses, giving them the vocabulary they need as they go along.
5. Assign students to do the relevant activities/ exercises from their textbook as homework.

**21****READING AND RECITING  
POEMS****STUDENT LEARNING OUTCOMES**

- Recite short poems or nursery rhymes with actions.
- Respond to the text (post-reading) to express likes/dislikes about a poem.
- Demonstrate the use of common conventions and dynamics of oral interactions in a group to recite poems

**INFORMATION FOR TEACHERS**

1. Be prepared to be a child with students. Sing to them, perform the actions and try to involve them in actions.
2. Learning anything requires patience. Nursery rhymes should be fun, not a boring activity.
3. Try your best to rhyme and sing in a way that students could feel and enjoy the poem such as "Cobbler Cobbler.....", "The Wheels on the Bus"
4. Select poems that are short and understandable for students with good musical effects.
5. Select poems that are culturally suitable and do not contradict moral/ethical values.
6. While teaching the lesson, the teacher should also consult the textbook at all steps..

**DURATION / NO OF PERIODS: 35 MIN/1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Books of nursery rhymes with pictures in them, cut-outs and props of characters or audio/video recordings of poems (if available), board, charts of poems, textbook.

**INTRODUCTION**

| 5 MINUTES

1. Ask a few students to recite their favourite nursery rhymes with actions.
2. Tell students that today we are going to recite a poem with actions.

**DEVELOPMENT**

| 20 MINUTES

**Activity 1:****10 Minutes**

1. Play or paste a chart of the given poem on the writing board.
2. Recite the poem twice with actions to students with appropriate rhyme and rhythm and using a stress and pause (intonation patterns).
3. Exaggerate your expressions and actions so that students' involvement is enhanced.

**THE WHEELS ON THE BUS**

The wheels on the bus go round and round

Round and round

Round and round

The wheels on the bus go round and round

All 'round the town

The wipers on the bus go swish, swish, swish  
 Swish, swish, swish  
 Swish, swish, swish  
 The wipers on the bus go swish, swish, swish  
 All 'round the town  
 The driver on the bus goes 'move on the back'  
 Move on back  
 Move on back  
 The driver on the bus goes 'move on the back'  
 All 'round the town  
 The people on the bus go up and down  
 Up and down  
 Up and down  
 The people on the bus go up and down  
 All 'round the town  
 The horn on the bus goes beep, beep, beep  
 Beep, beep, beep  
 Beep, beep, beep  
 The horn on the bus goes beep, beep, beep  
 All 'round the town

Note: The audio recording of the poem can be downloaded from the link:

<https://www.lyrics.com/lyric/3100409/Ken+Whiteley/Wheels+ on+ the+ Bus+ Lyrics>

#### Activity 2:

**10 Minutes**

1. Ask students to join you in reciting the poem with actions with appropriate rhyme and rhythm and intonation patterns.
2. Then, ask students to work in pairs or small groups to recite the poem with actions, rhyme and rhythm, and intonation patterns in front of the class.
3. Observe and help those students who are struggling.
4. Ask the following questions:
  - ◊ How do the wheels of the bus move?
  - ◊ Which sound (s) mentioned in the poem you like the most?
  - ◊ Do you like/dislike the poem "The Wheels on the Bus"?



#### CONCLUSION / SUM UP

| 3 MINUTES

1. Tell students that today we have learnt to recite a poem with actions and also express our likes and dislikes about it.



#### ASSESSMENT

| 5 MINUTES

1. Informally assess students' ability to recite the poem with actions during the above activities.55th, 73rd, 82nd, 91st



#### HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Ask students to practice reciting the poem several times at their homes.
2. The first key to teaching a nursery rhyme is to expose them to it, a lot, hence, singing nursery rhymes should be an ongoing activity throughout the term.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

**22****INDIVIDUAL SOUNDS****STUDENT LEARNING OUTCOMES**

- Recognise and produce individual sounds, and blend the individual.

**INFORMATION FOR TEACHERS**

1. Individual sounds are the smallest units of a spoken language.
2. These are also known as phonemes, they combine to form syllables and eventually words.
3. When we blend the individual sounds, they form words and thus language.
4. This can be done by showing children some letters written on a piece of paper (one letter on one piece of paper); by pointing to each letter utter its sound loud. Ask students to repeat after you.
5. Then show the letter to students to recognize it and they will utter its sounds.
6. Combine the letters and demonstrate how they form a word.
7. Blending can also be demonstrated by tapping out sounds on fingers.
8. While teaching the lesson, the teacher should also consult the textbook at all steps.

**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk, marker, paper, textbook, etc.

**INTRODUCTION**

| 5 MINUTES

1. Begin the lesson with greetings.

2. Sing the ABC song with students for warm-up.

**DEVELOPMENT**

| 20 MINUTES

**Activity 1:****10 Minutes****Individual sounds**

1. Using a ‘letter-sound-keyword’ approach, make students practice by showing letters either written on the writing board or a chart and then utter their sounds aloud while students repeat after you each time.

A	a	aa	Ant
B	b	buh	Bat

C	c	kuc	Cat
D	d	duh	Dog
E	e	eh	Egg
F	f	fuh	Fan
G	g	guh	Get
H	h	huh	Hen
I	i	ee	Sit
J	j	juh	Jug

## Activity 2:

**10 Minutes**

### Blending the Individual Sound

1. Show the letters on a piece of paper or the writing board along with pictures drawn on it.
  - ◊ B      Buh      b-a-g
  - ◊ C      Kuh      c-u-p
  - ◊ H      Huh      h-a-t
2. In the beginning, say the individual sounds aloud once, then blend them for the second time but still focusing on the individual sounds for their recognition. For example, say /b/ and touch your index finger with the thumb and show it to students, then say /a/ and touch the middle finger with your thumb, then say /t/ and touch your ring finger with your thumb. Finally, slide your thumb on these fingers starting from the index finger and slowly say the word 'bat'. It would sound like /bbbbaattt/. Then, say it at normal speed and ask students to repeat it. Do this practice with students for a few more words. Here's another way of blending the individual sounds:

$$\begin{array}{l} \diamond \text{ C-a-t} \\ \hline \diamond \text{ Ca-t} \end{array} = \text{Cat}$$



## CONCLUSION / SUM UP

**3 MINUTES**

1. Review the key points of the lesson with the class and give them a few more examples, e.g., c-a-p, m-a-n, d-o-g.



## ASSESSMENT

**5 MINUTES**

1. Show pictures of a few animals or objects from the textbook, for example hen, hat, cat, fan, bat, and ask students to say the individual sounds then blend it into a word.
2. Ask questions like:
  - ◊ What is the beginning sound of \_\_\_\_\_.  
(showing picture of a bat, drawn on writing board)
  - ◊ How many sounds are there in 'bat'?
  - ◊ What is the ending sound of 'bat'?
3. Ask students to repeat the whole word by looking at the pictures one by one and wait for their responses.



## HOMEWORK / FOLLOW UP

**2 MINUTES**

1. Ask students to practice individual sounds of their names at home.
2. Ask students to select a few three-letter words from their textbook, identify their individual sounds, and practice blending those sounds to make words
3. Assign students to do the relevant activities/exercises from their textbook as homework.

# POETRY RECITATION



## STUDENT LEARNING OUTCOMES

- Recite short poems or nursery rhymes with actions.

## INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Select poems that are short and simple enough for the students to understand.
3. Select poems that:
  - ◊ Do not contradict moral and ethical values.
  - ◊ That do not have to have a moral.
  - ◊ Choose poems that are fun to read. Make sure that they don't encourage a negative attitude.
4. Which students can show actions such as Old McDonald had a Farm, Itsy Bitsy Spider.
5. Highlight the poem with the help of illustrations. Make cut-outs of characters of a poem. These can be worn as masks or held in hands by the students as they perform in pairs or groups. These cut-outs can be pinned / pasted on the board / wall or hung by strings in the classroom.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Books of nursery rhymes with pictures in them, cut-outs and props of characters and objects mentioned in the poem, board, audio-cassettes (if available), charts of poem.



## INTRODUCTION

| 5 MINUTES

**The teacher will:**

1. Ask few students to recite their favorite nursery rhymes with actions.
2. Tell the students that today we are going to recite a poem with action.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

**The teacher will:**

3. Paste a chart of the given poem on the writing board.
4. Recite the given poem a couple of times with actions to the students following rhyme and rhythm and using a stress and pause (Intonation patterns).

### BRUSH YOUR TEETH

Brush your teeth up and down.  
Brush your teeth round and round.  
Brush your teeth from left to right.  
Brush your teeth in the morning and night.  
Brush brush brush.  
Brush brush brush.  
Brush your teeth in the morning and night.  
Brush your teeth to keep them white.  
Brush your teeth so your smile is bright.  
Brush your teeth. It's so much fun.  
Brush your teeth when the day's begun.  
Brush brush brush.  
Brush brush brush.  
Brush your teeth when the day's begun

Note: Seek help from the following link for proper rhyme, rhythm, intonation, pause and stress.  
<https://supersimple.com/song/brush-your-teeth/>

#### Activity 2:

**10 Minutes**

**The teacher will:**

1. Ask the students to join you in reciting the poem with actions following rhyme and rhythm and intonation patterns.
2. Then ask the student to come in pairs / groups to recite the poem with actions following rhyme & rhythm and intonation patterns in front of the class.



#### CONCLUSION / SUM UP

4 MINUTES

1. The teacher will tell the students to recite short poems or nursery rhymes with actions.
2. Familiarize themselves with rhythm, stress and intonation of English language for comprehension by listening to simple stories and poems read aloud in class.



#### ASSESSMENT

4 MINUTES

1. Informally assess students' ability to recite the poem with actions following rhyme and rhythm and intonation patterns.



#### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice reciting the poem several times at their homes.
2. Continue to give practice to the students by revising the poems regularly.
3. Ask a different child to lead the singing each time.
4. Instruct the child who will lead to use actions in a lively manner. The child may add his/her own actions if he/she likes.
5. Assign students to do the relevant activities/ exercises from their textbook as homework...

**Month**

**3**

# NAMING AND ACTION WORDS



## STUDENT LEARNING OUTCOMES

- Identify naming words and action words.
- Read common naming and action words and match with pictures.

## INFORMATION FOR TEACHERS

1. This lesson can be made interesting for students by performing different actions for their practical observation and then giving them opportunities for doing the actions themselves. For example, you can walk, hop, run, laugh, drink, skip, etc. In some cases, you may show pictures of objects.
2. While teaching the lesson, also consult the textbook at all steps where and when required.



## DURATION / NO OF PERIODS: 80 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures showing actions, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Begin the class by greeting the students.
2. One by one perform the following actions (e.g., walk/ hop/ jump/skip/sing)
3. As you perform an action, ask students, "What am I doing?"
4. Note their responses on the writing board and explain to them that all the words that show action are called 'action words' or 'verbs'.



## DEVELOPMENT

21 MINUTES

### Activity 1:

10 Minutes

1. Ask students to observe the classroom and look for any actions taking place at the moment.
2. If students describe these actions in their mother tongue/Urdu, encourage them to think of English words.  
**For example:** reading, writing, talking, moving, etc.
3. Now, ask students, "What do you do first when you get up daily?"
4. Help them with clues/vocabulary so that they come up with as many responses as possible.
5. Repeat the above steps for a few more similar questions, e.g., "What do you do on the weekend/ Eid/ Pakistan Day?", etc.

**Activity 2:****11 Minutes**

1. Remind students that every activity we perform is an action and every object has a name. We use action words to describe actions and 'naming words' to name persons, places, things, and animals.
2. Now, refer to the textbook page(s) or display the given pictures on the writing board:



Apple



Ant



Cake



wash



eat



drink

3. Ask the students to identify the action words shown in the picture(s).
4. Take their response and reinforce the difference between 'action words' and 'naming words'

**CONCLUSION / SUM UP**

| 3 MINUTES

Tell students that today we have learnt that:

1. Every activity we perform is an action and every object, person, place, and animal have a name. We use 'action words' to describe actions and 'naming words' to name persons, places, things, and animals.
2. People, places, things, and animals have particular names and they can be grouped accordingly.
3. The action words are called 'verbs' and the naming words are called 'nouns'.

**ASSESSMENT**

| 4 MINUTES

1. Assign a short text from the textbook and ask students to point out naming and action words in it.

**HOMEWORK / FOLLOW UP**

| 2 MINUTES

1. Ask students to look for different actions people are doing on the way back home and share with the class the next day.
2. Display a chart of common actions in the classroom.
3. Ask students to think of a few similar or related actions for each word, write them on slips of paper and paste them on the chart.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 25

# CAPITALISATION AND PUNCTUATION



## STUDENT LEARNING OUTCOMES

- Trace and write simple sentences leaving spaces between words using correct capitalisation, punctuation, and spelling.

## INFORMATION FOR TEACHERS

1. A sentence is a key to the conversation. The practice of simple construction of subject, verb, and object should be given to students.
2. Tell students it is important to write legibly to convey a message.
3. There are certain rules which should be followed in our writing to convey a message to others.
4. Help students to trace/copy simple sentences with correct spelling, capitalisation, and punctuation..



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Write the following sentence without spaces on the board:

ispeaktoahmad

2. Ask a few students to read what is written on the writing board.
3. Note their responses while reading from the writing board.
4. Tell them it is difficult to read and recognise words if they are written without spaces.
5. Now, rewrite the above sentences putting proper spaces.

I speak to ahmad

6. Tell students that we can only copy/write simple sentences if proper spaces are inserted between words.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Write the following sentence on the writing board learnt earlier:

i speak to ahmad

2. Invite students to point out mistakes in the given sentence.
3. Probably a few students will identify capitalisation and spelling mistakes, appreciate them if they do so.
4. Now, explain to students that besides leaving proper spaces between words, sentences should be written by capitalising certain letters and share the following points:

- ◊ Each sentence begins with a capital letter.
  - ◊ Always capitalise the pronoun (I) anywhere it appears in a sentence.
  - ◊ Always capitalise the initial letter of a proper noun, for example, Pakistan, Ali, Peshawar.
5. Now, re-write the sentence by applying capitalisation e.g,

I speak to Ahmad.

### Activity 2:

**10 Minutes**

1. Write the following sentence on the writing board:

I have a pensil

2. Again, challenge students to look for/point out any mistakes in the sentence.
  3. If they point out the spelling mistake, appreciate them.
  4. Now, write the sentence as follows:
- I have pencil
5. Seek students' confirmation by asking if the sentence is correct.
  6. If they say 'yes' tell them, still, there is a mistake in the sentence.
  7. Challenge them to point it out.
  8. If anyone points out the punctuation mistake, give him/her a big hand.
  9. Tell students that a full stop is placed at the end of statements (affirmative sentences). It marks the end of a sentence.
  10. Repeat the above activity for the interrogative form of the same sentence and help students understand the use of the question mark.



### CONCLUSION / SUM UP

| 3 MINUTES

Review the following key points with students:

1. It is important to leave spaces between words while writing/copying.
2. The first letter of a sentence is always capitalised.
3. A full stop marks the end of a statement.
4. A question mark is used at the end of a question.



### ASSESSMENT

| 5 MINUTES

1. Ask students to spell some commonly used words e.g., speak, run, talk, tell, good, etc.
2. Ask students to write 3 – 4 simple sentences in their notebooks. Remind them of using proper capitalisation, punctuation, and spelling.



### HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Ask students to write the given sentence on their notebooks correctly:
  - ◊ my name is .....
  - ◊ i livein peshawar
  - ◊ doyou like this school
2. Display 'Punctuation Marks' cards in the classroom.
3. Ask students to find out 2 examples of using these punctuation marks from their textbooks, write them on slips of paper, and paste them around the relevant cards..

# 26

# RHYMING WORDS



## STUDENT LEARNING OUTCOMES

- Articulate and identify simple rhyming words in the text.

## INFORMATION FOR TEACHERS

1. Rhyming words are two or more words that have the same or similar ending sound. Some examples of rhyming words are goat, boat, moat, float, and coat.
2. Don't translate the poems or force students to fully comprehend them, make reading a poem fun.
3. While teaching the lesson, the teacher should also consult the textbook at all steps..



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, low-cost audio-visual aids, chart of a poem or book of nursery rhymes with illustration, textbook, etc.



## INTRODUCTION

| 5 MINUTES

1. Begin the class by greeting the students.
2. Tell students, today we are going to play a "Mirror Twin" game.
3. Explain to them that you are going to name your "Mirror Twin" by looking in the mirror.
4. Now, display a mirror and invite a volunteer to look himself/herself in the mirror.
5. Say his name aloud, for example, 'Ehsan'/'Shabana', and ask the class to name his/her "Mirror Twin". Tell them that the twin's name should sound like the real name.
6. Take students' responses; they may name it Rahman, Zeeshan or Rehana, Farzana, etc.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

1. Write or paste a chart of the poem "Stop! Stop!" on the writing board.
2. Recite the given poem once with actions to students following rhyme and rhythm and using intonation patterns.
3. Now, ask students to join you in reciting the poem with actions following rhyme and rhythm and using intonation patterns.

Stop! Stop! That pot is hot!

Grab a lid. Put it on top!

There is a lot of pop-pop-pop

Hopping popcorn in that pot!



### Activity 2:

10 Minutes

1. Ask students to work in pairs.
2. Ask them to read the poem on the chart and note down in their notebooks the words with the same ending sound i.e., rhyming words.
3. Tell students when they are confused if two words rhyme or not, use their ears to listen as you say the words. If they sound the same or similar, they rhyme. If the two words sound different, they do not rhyme.
4. After students have finished their task, write the rhyming words given in the poem "Stop! Stop" on the board.
  - ◊ 'Pot' and 'hot' rhyme (emphasize on final sounds)
  - ◊ 'Stop' and 'top' rhyme (emphasize on final sounds)
  - ◊ 'Pop' and 'top' rhyme (emphasize on final sounds)
5. Ask students to check their answers with the above list of rhyming words.
6. Ask the students to make corrections and copy rhyming words from the poem in their notebooks.
7. In the end, ask some of the pairs to say aloud rhyming words in front of the class.



### CONCLUSION / SUM UP

| 3 MINUTES

1. Tell students that today we have learnt to identify and say rhyming words in a text.



### ASSESSMENT

| 5 MINUTES

1. Tell students that you will say a word, they should listen to it and provide its rhyming word. For example, if you say, "cry", students will respond, "fry", etc.
2. Do it for 4 – 5 words. Randomly pick a few students for each word to share their responses with the whole class.



### HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Ask the student to recite any poem from their nursery rhyme book and make a list of rhyming words mentioned in the poem.
2. The key to teaching rhyming words is to expose students to nursery rhymes/poems a lot and helping them identify the rhyming words, hence, singing nursery rhymes should be an ongoing activity throughout the term.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 27

# USING NAMING WORDS



## STUDENT LEARNING OUTCOMES

- Use naming words in speech and writing.

## INFORMATION FOR TEACHERS

1. Consult the previous lesson on naming words.
2. This lesson can be made interesting for students by showing real objects to them. In some cases, you may show pictures of objects. But students can be better engaged if you walk into the class with a basket having models of some toys, fruits, and vegetables.
3. While teaching the lesson, the teacher should also consult the textbook at all steps where and when required..



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, realia, textbook, etc.



## INTRODUCTION

5 MINUTES

1. Begin the class by greeting “Assalam-o-Alaikum/ Good morning” to the students and the students will answer the greeting by saying “Wa-Alaik-um-Assalam/ “Good morning”.
2. Ask the following questions from students:
  - ◊ What is your name?
  - ◊ What is your father’s/mother’s name?
  - ◊ Which places do you like to visit?
  - ◊ Which is your favourite animal?
  - ◊ What do you want to become when you grow up?
3. Allow 3 – 4 students to share their responses with the whole class. Write their answers on the board in the form of a table.
4. Tell them we describe persons, places, animals, and things by assigning names, which are called ‘naming words’ or nouns.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Help students recall the previous lesson about naming words. Review the definition of naming words with the help of a few examples.
2. Divide the class into four groups.

3. Give each group a category of naming words i.e., names of persons, places, things, animals.
4. Ask them to discuss within the group and write as many examples of the assigned category as they can.
5. Clap for the group with the maximum number of examples.

**Activity 2:****10 Minutes**

1. Draw four columns on the writing board and label the columns as person, place, animal, and thing.
2. Show an object or its picture/drawing and ask students its name.
3. Encourage students to help you in placing it in the relevant column drawn on the board.
4. Show another picture and ask a volunteer to tell which group of naming words it belongs to.
5. If a student finds out the correct group, it means the student has recognized the categories of naming words but if he/she is not able to do so, reinforce the concept so that students may understand it fully.

**CONCLUSION / SUM UP**

| 3 MINUTES

Tell students that today we have learnt that:

1. People, places, things, and animals have particular names and they can be grouped accordingly.
2. These naming words are called 'nouns'.

**ASSESSMENT**

| 5 MINUTES

1. Ask students to name a few things from the classroom environment or a picture/photograph. (Students might say some Urdu words. Encourage them to think of English words).

**HOMEWORK / FOLLOW UP**

| 2 MINUTES

1. Ask students to make a list of names of their family members, things at home, a few nearby places, and animals in their village/town/neighbourhood.
2. Display charts of vegetables/vehicles/fruits/stationery items etc. in the classroom and refer to them from time to time during relevant lessons.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# COMMANDS AND REQUESTS



## STUDENT LEARNING OUTCOMES

- Articulate, recognize and use some formulaic expression to listen and respond to few commands.

## INFORMATION FOR TEACHERS

1. Create interesting commands keeping in view your students' vocabulary of action words and naming words, such as 'Look up at the sky', or 'Touch your friend's shoulder' etc.
2. Introduce common action words with Total Physical Response Method (TPR).
3. Consult the textbook at all steps where and when required.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk and duster.



## INTRODUCTION

| 5 MINUTES

### The teacher will:

1. Begin the class by greeting "Good morning/Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
2. Say "How are you?" to the students and make sure that the students reply, "We are fine, thank you," to that.
3. Say some basic action words to the students and they will perform. The action words may include walk, run, laugh, etc.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

### The teacher will:

1. Use and respond to simple sentences showing requests and command, both physically and in their speech.
2. Introduce commands and requests with Total Physical Response Method. In this method you should do the following steps:
3. Say a sentence of command while performing it yourself for example, if the teacher has to teach the sentence "Open the book" the teacher will demonstrate to open the book,

- while saying the sentence.
4. Say the sentence and the students will perform accordingly.
  5. The students will say the sentence and the teacher will perform.
  6. Now the teacher and the students both will say and perform together.
  7. For requests, put 'please' before the sentence. For example: 'Open the book' will become 'Please, open the book.'

## Activity 2:

10 Minutes

### The teacher will:

1. Divide the class into pairs and then ask any two pairs to perform a short role play.
2. Now ask a pair of students to come in front of the class where one student will give command / request and the other student will physically perform it. Ask the students to choose the command / request words from the following.
  - ◊ Open the door. (Command)
  - ◊ Please, open the door. (Request)
  - ◊ Pick up the stick. (Command)
  - ◊ Please, pick up the stick. (Request)
3. If a student is unable to read a word, whisper it to him/her. Start with those students who are confident to perform in front of the class. This activity gives shyer students an opportunity to become more comfortable in front of the class.
4. Repeat this activity a couple of times.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today we have learnt how to recognize and physically respond to simple sentences of command and request.



## ASSESSMENT

5 MINUTES

1. Informally assess students' ability to use and physically respond to simple sentences showing request and command.
2. Articulate, recognize and use some formulaic expression to listen and respond to few commands.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to think of commands and requests and repeat those requests with their siblings.
2. Ask students to think of more commands and requests, and allow them to make those requests for the repetition sessions.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**4**

# READING STRATEGIES (GUESSING WHAT FOLLOWS IN A STORY)



## STUDENT LEARNING OUTCOMES

- Interact with a text and use reading strategies (while reading) to guess what follows in a story.

## INFORMATION FOR TEACHERS

1. Children this age are just beginning to understand how to use their background knowledge and experiences (their schema) to make predictions. They are also learning to make connections between themselves and the stories they read. You can support this development by providing them with frequent opportunities to think and guess what happens next in a story. While reading aloud to students, pause and ask them what they think will happen next. Encourage them to use their imagination, background knowledge, experiences, and understanding of the story to make predictions.
2. While you read aloud in class, ask questions, so that the students connect themselves to the text and can visualize and guess what follows in a story.
3. Pauses, referring to pictures will help them guess what is going to happen next.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

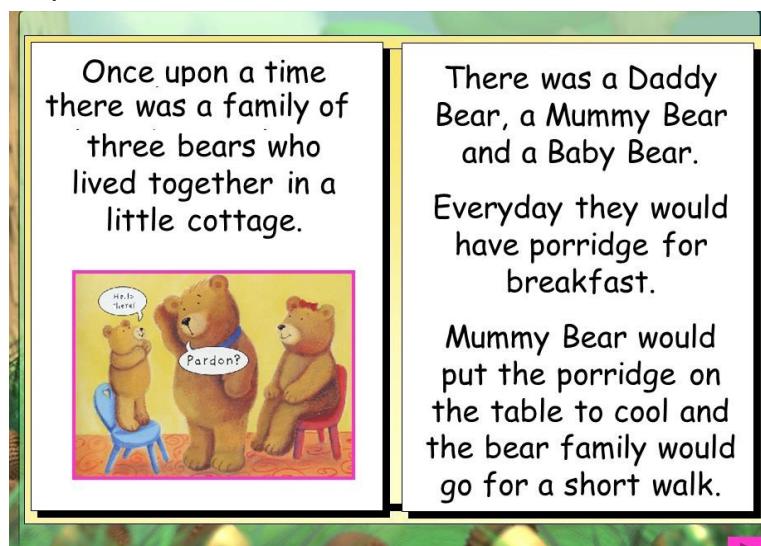
- Writing board, marker, duster, textbook, storybook, etc.



## INTRODUCTION

| 10 MINUTES

1. Begin the class by greetings the students.
2. Tell students a short story with at least two pauses and ask them to think and guess what follows in the story.



3. Questions may be:
  - ◊ Guess what happens next?
  - ◊ What will happen when they are on a walk?
  - ◊ Who will eat the porridge?
4. Encourage all sorts of guesses/responses. After listening and giving feedback to their responses, continue with the remaining part of the story. Keep asking students to guess what happens next a few more times whenever there's a new event to happen in the story:

While they were out, a little girl named Goldilocks came to their house. She knocked on the door but there was no answer. So she pushed the door open and went inside. On the table were three bowls of porridge; one great big bowl, one middle-sized bowl, and one little bowl. [Pause and ask students to guess what happens next, e.g., "What will the little girl do?"] Goldilocks was hungry, so she tried some of the porridge from the great big bowl. But it was too hot. Goldilocks then tried some of the porridge from the middle-sized bowl. But it was too cold. [pause and ask students to guess what happens next, e.g., "Do you think the third bowl will be hot or cold?", "Will she be able to eat the porridge?"] Finally, she tried some of the porridge from the little bowl. It was just right and so delicious that she ate it all up.

5. Before concluding the story at this point, ask students to guess what might the bears do when they come back, how might they feel, etc.
6. Ask students, "Do you think the girl did the right thing by entering into the bears' house and eating the porridge without their permission?" Tell them it is always important to ask for permission before entering into someone's house or before using their things.



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

**15 Minutes**



#### 5. Jack and the Beanstalk

Jack was going to sell the family cow. He traded her for some magic beans instead. His mother angrily threw the beans away. The next morning, Jack discovered a huge beanstalk! He climbed the beanstalk until he found a giant's castle. The giant's wife hid Jack until the giant was asleep. Jack escaped carrying some of the giant's wonderful treasures with him. When the giant tried to follow him, Jack chopped down the beanstalk.

1. Read aloud the first segment of the above story to the class and ask the following questions:
  - ◊ What do you think will now happen to Jack?
  - ◊ Do you think that Jack will go to market again to find the cow?
2. Read aloud the second segment of the above story to the class and ask the following questions:
  - ◊ Do you think the giant will kill Jack?
  - ◊ Will Jack ever come back home?
3. Read aloud the last segment of the above story and ask students to match the conclusion of the story with their responses.



### CONCLUSION / SUM UP

| 3 MINUTES

1. Tell students that today we practised guessing what happens next in a story. Tell them it is important to use your imagination, experience, and background knowledge to understand a text while reading it.



### ASSESSMENT

| 5 MINUTES

1. Write the following incomplete short story on the writing board:

"It was a fine Monday morning. The sun was shining. The alarm clock rang; it was 07 o'clock in the morning. Little Sara got up. She washed her face, brushed her teeth, and took her breakfast. ...."
2. Read it aloud and ask students what will happen next in the given story.
3. Take the responses of a few students randomly to complete the story.



### HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Ask students to read a picture story from the textbook and guess what would happen next in the story as a home assignment, and retell it in the classroom the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# EXPRESSING LIKES AND DISLIKES ABOUT A STORY



## STUDENT LEARNING OUTCOMES

- Respond to the text (post-reading) to express likes/dislikes about a story.

## INFORMATION FOR TEACHERS

1. Storytelling should be an ongoing activity in early grades throughout the term.
2. Stories with illustrations are best understood and help a lot in inculcating factual information.
3. Top to bottom technique should be incorporated.
4. Stories might have liked and disliked factors for some reasons. This element can generate discussion among students.
5. Reading aloud a story develops listening and reading skills. Model reading is an initiation on the part of the teacher.
6. Highlighting the characters of a story facilitates understanding of its theme and moral which plays a vital role in the mental and moral growth of students.
7. While teaching the story, the teacher should also use the textbook where and when needed.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Charts, markers, pencils, scissors, available props, stuffed toys, cut-outs of the story, etc.



## INTRODUCTION

| 5 MINUTES

1. Ask students to open their textbook at the relevant page and mention the paragraphs of Begin the class by greeting the students.
2. Ask them if they have recently read or heard any stories.
3. Ask a few students to share what the story was about.
4. Ask them if they liked it or not. Tell them to share what they liked or disliked about the story.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**20 Minutes**

1. Make students sit in a circle on the floor. Tell them they are going to listen to a story in English. (The Hare and the Tortoise).
2. Ask them to look at the pictures and brainstorm what the story is about.



3. Read the story once using appropriate intonation, stress, pronunciation, and body language (with actions) pointing to pictures and introducing characters.
4. Display/draw the characters and some important objects from the story on the writing board.
5. Ask a few students to tell the beginning of the story.
6. Ask a few students to tell what happened in the middle.
7. Ask few students to tell the ending of the story.
8. Appreciate students for their responses.
9. Now, ask them to think over the story and discuss with a partner what they liked and disliked about the story.
10. Finally, allow 3 – 4 students to share their responses with the whole class.



## CONCLUSION / SUM UP

| 2 MINUTES

Tell the students that today we have learnt to:

1. Tell a story by looking at pictures in the text.
2. Express likes/dislikes about a story.



## ASSESSMENT

| 6 MINUTES

Paste a series of cut-out pictures of a story and ask a few questions. Accept correct answers even if the language is local.

1. Who is walking on the road? (Supposedly Maaz)
2. What did Maaz see?
3. Did he pick up the bird?
4. Why did he give it water?
5. What did Maaz do?
6. Why did he let the bird fly away?
7. Would you do the same?
8. Do you help animals and birds that are hurt?
9. What do you like about this story?
10. What do you dislike about this story?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to read any story from a book at home and mention their likes and dislikes about the story.
2. Discuss the problem in the story.
3. Ask students to change endings.
4. Encourage students to bring their own dolls, stuffed toys, and other toys to the classroom one day and make stories using their own/ each other's toys.
5. Encourage students to go home and narrate the same story to their friends and family.
6. Ask them to come back and report how they liked the story.
7. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 31

## NAMING WORDS



### STUDENT LEARNING OUTCOMES

- Recognize that people and places have particular names.
- Read aloud words with a reasonable level of accuracy in pronunciation
- Write appropriate naming word(s) to identify an object or an action in a picture.
- Recall and match common naming words with pictures from the immediate environment.
- **Recognize and change the number of simple naming words by adding or removing (singular/plural).**
- Recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables parts of body, objects in the classroom and at home, colors, shapes, directions (left/right) and numbers in words and first, second, third, etc.

### INFORMATION FOR TEACHERS

1. This lesson can be made interesting for students by showing real objects to them. In some cases you may show pictures of objects. But students can be better engaged if you walk into class with a big basket having models of some toys, fruits and vegetables.
2. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



### DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



### MATERIALS / RESOURCES REQUIRED

- Writing board, pictures charts etc.



### INTRODUCTION

| 5 MINUTES

#### The teacher will:

1. Begin the class by greeting "Good morning/Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning / Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
2. Display the given chart on the board and ask the students to name the object. (Students might say some Urdu words, don't snub them but encourage them to think of English words). Give them clues so that they come up with as many responses as possible.
3. Now ask the students to identify animals in the chart. Invite students to come and circle the animals in the chart.
4. Tell the students that yesterday we learnt that people, places, actions and things have particular names. Today we will learn about number of naming words.



Apple



Ant



Cake



Hen



Elephant



Pineapple



Cow



Banana



Carrot



Butterfly



Dog



Fish



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

**The teacher will:**

1. Show a pencil to the students. Ask them, "How many pencils are there?" The students will say, "one". Add two more pencils and ask, "How many pencils are there now?" The students will say, "three".
2. Keep one pencil in one hand and two pencils in the other hand.
3. Stretch forward the other hand with one pencil and say, "pencil" with emphasis on sound of final letter and ask the students "What is this?" (expected answer "pencil") Repeat saying "pencil" ten times with the whole class. Now ask few students to utter "pencil".
4. Stretch forward the hand with three pencils and say, "pencils" with emphasis on sound of final letter and ask the students "What are these?" (expected answer "pencil or pencils") Repeat saying "pencils" ten times with the whole class. Now ask few students to utter "pencils".
5. Repeat this activity with different objects.

### Activity 2:

10 Minutes

**The teacher will:**

1. Draw one pencil on the board and write 'pencil' under it. Draw more than one pencils on the board and write 'pencils' under it.

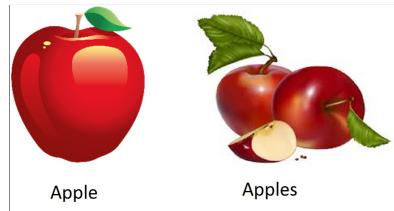


Pencil

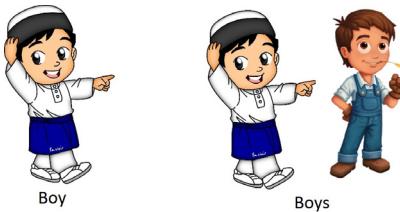


Pencils

2. Ask students the difference between the two words. Seek for answers. Point out that one has "s" at the end and the other doesn't. The "s" at the end tells that there is more than one pencil.
3. Draw an apple on the board and write 'apple' under it. Draw more than one apples on the board and write 'apples' under it



- Ask students the difference between the two words. Seek for answers. Point out that one has an “s” at the end and the other doesn’t. The “s” at the end tells that there is more than one apple.
- Draw a boy on the board and write ‘boy’ under it. Draw more than one boy on the board and write ‘boys’ under it.



- Ask students the difference between the two words. Seek for answers. Point out that one has “s” at the end and the other doesn’t. The “s” tells that there is more than one boy. Repeat this activity with different objects.
- Display the following chart on the board and ask the students to look at each of the boxes below and see if the picture in each box is one or more than one. If it’s one, circle the word without “s” and if it’s more than one circle the word with “s”.

	apple apples		shovel shovels
	chair chairs		shirt shirts
	hat hats		ball balls



## CONCLUSION / SUM UP

| 3 MINUTES

- Tell the students that today, we have learnt about common naming words and recognized the concept of singular/plural.



## ASSESSMENT

| 5 MINUTES

- Informally assess students’ ability to name common naming words and recognized the concept of singular/plural during activities.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to read each word and turn it into many by adding “s” at the end.

	apple	apple___
	ball	ball___
	frog	frog___
	plate	plate___
	book	book___
	chick	chick___
	tree	tree___

2. Assign work in groups. Ask one group to think of names of things you see in a park. The other group can think of names of things you eat! The third can come up with names of sports-related things etc.
3. Ask each group to share one word, then ask each group to share their second word, and continue like this.
4. If a group runs out of words, they will be out of the game, but they will listen to the others and learn.
5. The group that remains not-out till the end will be declared the winner.
6. Assign students to do the relevant activities/ exercises from their textbook as homework.

# SUBSTITUTION WORDS (PRONOUNS)



## STUDENT LEARNING OUTCOMES

- Use words that points to something: this, that, these, those

## INFORMATION FOR TEACHERS

1. Make students practice using this, that, these, those given in the textbook.
2. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker and duster.



## INTRODUCTION

| 5 MINUTES

1. Tell the students that today are going to learn about this, that, these, and those which are used for pointing to something.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

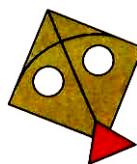
**10 Minutes**

Read these sentences.

What is this?  
This is a bag.



What is that?  
That is a kite.



What is this?  
This is a mug.



What is that?  
That is a car.



2. Paste a chart of talking about things.
3. Read the chart aloud and let the students listen to it carefully.

- Now read the chart again along with the students.
- Ask few students to repeat reading chart till they are familiar with the naming words.

**Activity 2:****10 Minutes**

- Ask the students to work in pairs / groups and read the chart carefully.
- Invite them to differentiate between the use of these and those, this and that.
- Facilitate them in concluding “that”, “this” and “these” point to nearer things while “that” and “those” point to farther things.

**CONCLUSION / SUM UP**

3 MINUTES

- We have learnt about words that points to things (this, that, these, those).

**ASSESSMENT**

5 MINUTES

- Fill in the blanks with a word from the box given below:

This	That	These	Those
------	------	-------	-------

\_\_\_\_\_ is earth. (Picture of earth)

\_\_\_\_\_ are stars. (Picture of stars)

\_\_\_\_\_ is sky. (Picture of sky)

\_\_\_\_\_ are apples. (Pictures of apples)

**HOMEWORK / FOLLOW UP**

2 MINUTES

- Ask students to work in pairs/groups to copy the chart and fill in the blanks.
- Ask some of the groups to share their work.
- Display charts of substitution words in class.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

**33****VOWELS AND CONSONANT,  
USE OF “A” AND “AN”****STUDENT LEARNING OUTCOMES**

- Recognize and identify consonant and vowels in the English alphabet.
- Use of “a” and “an”.

**INFORMATION FOR TEACHERS**

1. Demonstrate to the students how the sounds of a, e, i, o, u are produced without stopping in the oral cavity. Tell them these are vowel sounds.
2. Demonstrate the sound of other letters called consonant which creates hindrance in the oral cavity.
3. While teaching the lesson, the teacher should consult textbook at all steps where and when required.
4. It is not required to explain the students about consonants in detail. Telling them that a, e, i, o, u are ‘vowels’ and the rest of the letters are ‘consonants’ is sufficient.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.

**DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS****MATERIALS / RESOURCES REQUIRED**

- Writing board, activity sheets, low cost AV aids.

**INTRODUCTION**

| 5 MINUTES

**The teacher will:**

1. Greet the students cheerfully by saying “Assalam-o-Alaikum”, “Hello” or “Good morning”. Appreciate those students who respond to the greeting correctly.
2. Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”.
3. Say the word “tap” in an exaggerated manner, to make a sound, and let the students guess the letters that makes the middle sound. (Make vowel sound in an exaggerated manner, very loud, clear and stretch them long.)
4. Ask students to come up with some new words with the middle sound same as the “tap”.
5. Repeat the activity with “top”, “pin”, “leg”, and “ten”. Ask the students to write the spelling of these words on the writing board.
6. Tell the students that sounds for which we don’t join our teeth or lips or move our tongue too much, are vowels.



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

#### The teacher will:

1. Write a, e, i, o, u on the writing board and tell the students that these five letters are called 'vowels'. We use vowels to form words and most words have at least one vowel in them.
2. Repeat vowels, a, e, i, o, u with the students several times.
3. Now ask the students if "m" is a vowel.
4. Tell students that for some sounds we move our lips, teeth and tongue. Make an exaggerated 'p' sound by putting your lips together. Ask them to repeat the sound.
5. Ask the students which letter has consonant sound. If they say "m", tell them this is a consonant because we moved our lips to block the air.
6. Repeat the same steps for letters:
  - ◊ "t" (join teeth in an exaggerated manner).
  - ◊ "f" (join teeth and lower lip in exaggerated manner).

### Activity 2: 10 Minutes

#### The teacher will:

1. Now mix some vowel, and consonant, sounds and ask students if the sound you just made was a vowel or a consonant. Repeat this question with other 'consonants' and 'vowels' until the students have a clear understanding of what vowels are.
2. Write "bat" on the writing board and ask student's which letter is a vowel in the word? Repeat "a" with the students.
3. Point out to every letter in bat and ask if it is a vowel? Help those students who are unable to identify the vowels correctly. Repeat the same procedure using words such as hen, pin, hot, sun, cat, tin, ten, pot and cup.
4. Now tell the students that you would say a vowel and the students would have to come up with a word that have a vowel.
5. Ask names of the students e.g. Bilal, Ahmed, Sara etc. and ask what vowels are mentioned in their names. Practice other words randomly one by one in the same way.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt about vowels and consonants.



## ASSESSMENT

5 MINUTES

1. The teacher will give worksheet to the students and will ask them to fill in the correct vowels to complete each word.

Vowels				
a	e	i	o	u

1. \_ pple  2. b \_ nch 
3. s \_ t  4. v \_ n 
5. d \_ g  6. b \_ s 



## HOMEWORK / FOLLOW UP

2 MINUTES

- The teacher will write the words “hat, pen, top, tip and put” on students’ notebooks and will ask the students to circle around the word that is vowel.
- Continue to give students practice through repetition of the above activities at regular intervals.
- Assign students to do the relevant activities/ exercises from their textbook as homework.



**PERIOD: 2 / 35 MIN**



**STUDENT LEARNING OUTCOMES**

- Recognize and identify consonant and vowels in the English alphabet.
- Use of “a” and “an”.

## INFORMATION FOR TEACHERS

- Remind your students that “a” and “an” are used only when you want to say ‘one’ with a noun. They are not used each time you name an object.
- Demonstrate to the students how the sounds a, e, i, o, u are produced without stopping in the oral cavity. Tell them these are vowel sounds.
- Demonstrate the sound of other letters called consonant sounds which creates hindrance in the oral cavity.
- While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
- It is not required to explain the students about consonants in detail. Telling them that a, e, i, o, u are ‘vowels’ and the rest of the letters are ‘consonants’ is sufficient.

a	e	i	o	u
bat	hen	pin	hot	sun
cat	ten	tin	pot	cup
hat	leg	bin	log	hut
mat	pen		cat	bus
pan		top		
man				
van				



## MATERIALS / RESOURCES REQUIRED

- Writing board, activity sheets, low cost AV aids.



## INTRODUCTION

5 MINUTES

### The teacher will:

1. Begin the class by cheerfully saying “Good morning students” and the students will answer the greeting by saying “Good morning”. Ensure that the students respond to the greeting properly.
2. Ask the students, “How are you?” and the students will answer the greeting by saying “we are fine, thank you”. Ensure that the students respond to the greeting properly.
3. Tell the students that yesterday we learned about vowels and consonants.
4. Write a, e, i, o, u on the writing board and ask the students to name a few objects that start with a, e, i, o, u (emphasize on the word start). Expected answers could be apple, elephant, egg, ice-cream, octopus, orange, umbrella etc. Write their responses on the writing board.



## DEVELOPMENT

20 MINUTES

### Activity 1:

**10 Minutes**

### The teacher will:

1. Tell the students that we add “an” before names of things starting with vowels (only when we are talking about one apple or one egg etc.).
2. Practice on the writing board asking students to say “an” with “apple”. (Put it in different sentences:
  - ◊ I want an apple.
  - ◊ I just ate an apple.
  - ◊ Do you want to eat an apple?)
3. Ask the students to say it with you when you say “an apple”.
4. Write t, s, b, p, n on the writing board and ask the students to name a few objects that start with t, s, b, p, n (emphasize on the word start). Expected answers could be table, teacher, snake, soap, bus, boat, board, parrot, pen, pencil, nest, net etc. Write all the responses on the board.
5. Tell the students that we add “a” before names of things starting with consonants (only when we are talking about one pen or one table etc.).
6. Practice on writing board asking students to say “a” with “pen”. (Put it in different sentences:
  - ◊ I want a pen.
  - ◊ I just found a pen.
  - ◊ Do you want a pen?)
7. Ask the students to say it with you when you say “a pen”.

### Activity 2:

**10 Minutes**

### The teacher will:

1. Show the students the following pictures or flashcards and ask the students to produce the sound for the letter on their own and then decide to put a/an before names of the objects in pictures/flashcards. Practice with flashcards and pictures until all students have understood the concept.



## CONCLUSION / SUM UP

4 MINUTES

- Tell the students that today, we have learnt about use of “a” and “an” with vowels and consonants respectively.



## ASSESSMENT

4 MINUTES

- Informally assess students' ability if they have learnt the use of “a” and “an”.



## HOMEWORK / FOLLOW UP

2 MINUTES

- The teacher will write the words igloo, house, eagle, airplane, goat and orange on students' notebooks and will ask the students to add “an” before the word that starts with a vowel and add “a” before word that starts with a consonant.



- Throughout the year, continue to give students practice through repetition of the above activities at regular intervals.
- Follow the use of a/an in your daily conversation with the children, for example, ‘It’s a sunny day’, ‘I have an aunt’, ‘My mother reads an English newspaper’, ‘I saw an elephant in the zoo’.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

**34****INITIAL CONSONANT CLUSTERS****STUDENT LEARNING OUTCOMES**

- Identify initial consonant clusters..

**INFORMATION FOR TEACHERS**

- Cluster means group, bunch, or collection.
- A consonant cluster/blend in a word is a group of consonant letters with no vowels between them. In a consonant cluster, you can hear the two sounds, e.g., **clear**, **brush**, **speak**, etc.
- Each letter within the cluster is pronounced individually, but quickly so they blend together. Your students should know basic consonant sounds before moving on to clusters/blends.
- While teaching the lesson, the teacher should also consult the textbook at all steps.

**DURATION / NO OF PERIODS: 35 MIN/1 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, alphabet chart, textbook, etc.

**INTRODUCTION**

| 5 MINUTES

- First, fully review individual consonant sounds before teaching blends using an alphabet chart.
- Help students recognise each consonant letter and its sound.

**DEVELOPMENT**

| 20 MINUTES

**Activity 1:****10 Minutes**

- Write some familiar words on the writing board for example: 'bed', 'cat', 'pin', etc.
- Ask a few students to say these words and tell the beginning sound i.e., /b/, /k/, /p/, etc.
- Now, write a few common blends and a word that goes along with them on the writing board. For example, "bl" and blend, "blue," "black," or "cr" and "crow," "cry", etc.
- After writing several examples, ask students to help you come up with a word for each blend.
- If your students need help in thinking of new examples, provide hints about words you have in mind, such as visual cues.

**Activity 2:****10 Minutes**

- Now, write the letters of the blend (starting with blends that begin familiar words i.e. close, brown) in the form of an equation. For example, "c+l = cl" or "b+r = br".

2. Read the equation aloud.
3. After that explain to students that two consonants together in one word make up a consonant cluster/blend. These clusters/blends typically make a distinct sound.
4. Remind them about the difference between hard and soft “c”, and explain that when “c” comes before “l”, it will be hard.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that we have learnt that two consonants in one word make up a ‘consonant cluster/blend’.
2. Each consonant in a cluster/blend retains its basic sound but is pronounced quickly.



## ASSESSMENT

5 MINUTES

1. Scan a newspaper and cut the pictures beginning with common consonant clusters/blends. For example, bread, flag, clip, grapes, tree, etc.
2. Display these pictures to students and ask them to name the pictures.
3. Finally, ask them to identify the consonant clusters/blends used for naming pictures. For example: ‘tr’ blends to name the picture of a ‘tree’.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to look for the names of objects at home/classroom/school beginning with a consonant cluster, note them in their word bank/vocabulary wallet, and share them with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# WRITING ACTION VERBS



## STUDENT LEARNING OUTCOMES

- Show a series of actions in a picture by writing action verbs.

## INFORMATION FOR TEACHERS

- Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence, telling what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences have one verb.
- When learning the rules of grammar, students are often taught that verbs are 'doing/ action' words, which signify the part of the sentence which explains the action taking place.
- It is important that you bring a lot of energy to the class. Don't feel shy in acting things out. When students watch your performance, they will be motivated.
- Introduce common action words with Total Physical Response Method (TPR).
- Consult textbook at all steps where and when needed..



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing boards, charts with different actions, flashcards, texts/other print resources, textbook, etc.



## INTRODUCTION

| 5 MINUTES

- Begin the class by greeting the students.
- Display the following chart on the writing board and ask students to look at it and tell what the chart shows (expected answers, actions, people doing different things, etc).



- Ask the students, "What does "action" mean?"
- Take their responses and summarise that an action is something that we do/perform.
- Tell them that today they are going to learn to write a few action verbs, i.e., the verbs that describe certain actions.



## DEVELOPMENT

20 MINUTES

### Activity 1:

**10 Minutes**

- Review the definition of 'action verb' with the class: An action verb is a verb that describes an action, like run, jump, kick, eat, break, cry, smile, or think.
- Build on the introductory activity and tell students that the pictures on the chart show different actions. We can use 'action verbs' to describe these actions.
- Ask students to have a look at the first picture (on the chart) and tell what is happening in the picture.
- Some students may respond in Urdu or their local language. Do not discourage them. Ask them to think of an English word.
- Write "walk" on the board and repeat all letters of walk like W A L K with the class. Say the word while performing it yourself. Call a student over and ask him/ her to walk in front of the class.
- Ask the students to have a look at the second picture and tell what is happening in the picture.
- Elicit the word 'stand', write it on the board, and ask students to repeat it after you.
- For the rest of the pictures, ask students to identify the action, say the action verb that describes it, and write the action verb on their notebooks.
- Once they have completed the task, review the action verbs with the whole class and ask students to check the words they have written and make corrections.



### Activity 2:

**10 Minutes**

- Tell students: Now we are going to play a game. Give instructions as follows:
- There will be two teams.
- One player from a team will be given an action word and that player will act out the word

trying to get his teammates to guess it.

4. The player acting out the verb may not talk. That player must just use actions.
5. The team members must raise their hands to tell the word they have guessed. The team gets one point for each correct answer.
6. If the team members cannot guess the word, the other team will get a chance to guess. If they guess it correctly, they get a bonus point.
7. Each team will get five action verbs to guess.
8. The team with the higher score will win the game.
9. Pick an action from the chart displayed during the introduction and act it out for the students to guess (as an example). Don't give any verbal cues when you do this. Make your actions exaggerated so that students can easily guess.
10. Select ten easy-to-do actions. Place students in two teams. Start the activity with the students from each team who are not nervous in performing in front of the class. One by one, supply the five words to the first team and follow the procedure mentioned above.
11. Repeat it for the second group.
12. Keep writing the score of each team on the board. In the end, calculate the total score for each team and announce the winning team. Have the class clap for them.
13. Write performed actions on the writing board and ask students to copy them to their notebooks.



## CONCLUSION / SUM UP

| 3 MINUTES

1. Tell the students that today we have learnt to write a few action verbs.



## ASSESSMENT

| 5 MINUTES

1. Say a few action words one by one (e.g., smile, cry, run, look, and say) and ask students to write them in their notebooks.



## HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Ask students to observe different actions on the way back home and find out action verbs to describe them. Make a list and share it with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

**36****CONSTRUCTING SIMPLE SENTENCES****STUDENT LEARNING OUTCOMES**

- Construct simple sentences of three/four words using correct capitalisation, punctuation, and spelling.

**INFORMATION FOR TEACHERS**

1. The elements of good writing are spelling, punctuation, and capitalisation.
2. By mastering the rules and conventions, you will make your writing easier to understand and more enjoyable to your readers.
3. Involve students actively in simple sentence construction which uses capitalisation, punctuation, and spelling.
4. Allow students to observe both correct and incorrect constructions.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.

**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.

**INTRODUCTION**

| 5 MINUTES

1. Write the following sentences on the board and ask students to find out mistakes:
  - ◊ i play criket
  - ◊ she eats the meel
  - ◊ what is your name
2. Divide the class into pairs.
3. Tell pairs to recall rules of punctuation, spelling, and capitalisation learnt earlier and find out the mistakes in the given sentences written on the writing board.
4. Tell students to discuss and make corrections.
5. Once they have completed the task, invite a few pairs randomly to come up and share their corrections.

**DEVELOPMENT**

| 20 MINUTES

**Activity 1:****10 Minutes**

1. Break the following sentences into pieces so that each word and punctuation mark is written on a small chit of paper. Prepare sets for 5 – 6 groups (depending on the number of students in your class).
2. Write the following sentences on the board:
  - ◊ I am a student.
  - ◊ I like candies.

- ◊ You drink water.
  - ◊ Is it your bag?
  - ◊ Who are you?
3. Divide the class into groups.
  4. Give each group a set of small chits. Every chit will have a word or punctuation mark written on it.
  5. Tell students to look at the sentences one by one written on the writing board and then arrange the words on the chits to make a simple three/four-word sentence accordingly.
  6. Give the groups 10 minutes to complete this task.
  7. After the allotted time, invite groups to come up and share simple sentences arranged and completed by them.

### Activity 2:

**10 Minutes**

1. Draw three big circles on the writing board and fill the circles with the information as given below:



2. Tell students to remain in the same groups.
3. Select group leaders.
4. Tell groups to select one word from each circle at a time and make a simple sentence. i.e. who+ does + what. (I + work + hard)
5. Repeat the same procedure for the next sentence, and so on.
6. Tell each group to make at least five simple sentences by using the words from the word bank available in the circles.
7. Invite group leaders one by one to come up and share their work.



### CONCLUSION / SUM UP

**3 MINUTES**

Conclude the lesson by telling students that:

1. Capitalisation, punctuation, and spellings are very important parts of writing.
2. With the correct use of these items, we can make our writing simple, smooth, and understandable.



### ASSESSMENT

**5 MINUTES**

3. Write the following sentence starters on the writing board:
  - ◊ I drink-----
  - ◊ You play -----
  - ◊ We go to -----
4. Ask students to complete the sentence starters with one or two suitable words.
5. Tell students to focus on capitalisation, punctuation, and spelling.

6. Randomly review the students' work.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Give students the following words as a vocabulary bank and instruct them to make 10 sentences by using the words from the vocabulary bank.  
**Who:** I, she, they, father, teacher, player  
**Does:** watch, washes, win, plays, walks, run, ask, work  
**What:** football, clothes, match, question, fast, hard
2. Tell students to share their work in the upcoming class.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 37

# EXPRESSING NEEDS



## STUDENT LEARNING OUTCOMES

- Articulate, recognise and use some formulaic expressions to express limited needs.

## INFORMATION FOR TEACHERS

1. Needs are essentials of human life.
2. Give students practice in expressing needs through communicative activities.
3. Also, use visuals and real-life situations to help students understand the process of expressing needs e.g.,
  - ◊ Teacher: What do we need when we are hungry?
  - ◊ Student: Food, Bread, Candy, etc.
  - ◊ Teacher: How do we ask for something we need?
  - ◊ Student: May I have a sharpener? I need to sharpen my pencil.
4. Engage students in active oral communication.
5. Refer to the textbook when and where necessary.
6. While teaching the lesson, the teacher should also consult the textbook at all steps..



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, real objects, textbook, etc.



## INTRODUCTION

| 5 MINUTES

1. Pretend you want to write something on the writing board, but you do not have a chalk/ marker.
2. Ask students to tell you what “item” you need to write with. Elicit ‘chalk/ marker’ from students and write it on the board.
3. Now, ask a student to bring a glass of water. (Say: “Could you please fetch me a glass of water?” or “Can you please bring me a glass of water?”)
4. When the student brings the glass of water, drink it, and ask this question from the students.
  - ◊ Why did I need to drink water?  
(Students may respond by saying, ‘Because you were thirsty’).
5. Explain to students that we ask for something when we need it.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

1. Bring the following items to the classroom.

- an apple, a small bag of rice, a glass of water, a few pieces of chalk, a duster, and a dustbin**
2. Display the things on the front table and say, "I need a few of these things but I don't know exactly which ones I need. Please help me understand what I need."
  3. Now, ask the following questions one by one:
    - ◊ I am hungry, what do I need? Expected answer: apple, rice
    - ◊ I am thirsty. What do I need? Expected answer: water.
    - ◊ What do I need to wipe the writing board? Expected answer: duster!
    - ◊ I want to write on the writing board, what do I need? Expected Answer: chalk/ marker.
    - ◊ Where do I need to throw the garbage? Expected answer: dustbin!
  4. Thank students for their help.
  5. Tell students that when we express a need, we use certain polite expressions. For example, when you need a pencil, you can ask a class fellow: "Could you please lend me a pencil?" Tell them that the expressions like 'please', 'could you..', 'would you...', 'kindly...', etc. help us politely express our needs so that others help us fulfil those needs..

#### Activity 2:

**10 Minutes**

1. Divide the class into small groups. Select a group leader.
2. Assign each group one of the following topics:
  - ◊ Plan for a picnic
  - ◊ Plan for a birthday party
  - ◊ Plan for the prize distribution ceremony at school
3. Tell students that they are going to discuss and find what items, people, or help they need for planning their assigned event.
4. List the needs on a piece of paper and then think of one sentence for each need to ask someone to help fulfill the need. For example, to go for a picnic, students need the permission of their parents. So they can ask their parents, "Is it alright if I go for a picnic with my class fellows?"
5. Invite group leaders to come up and share the needs for planning their assigned event. Ask their respective group members to share the sentences to express those needs.



#### CONCLUSION / SUM UP

**3 MINUTES**

1. Conclude the lesson by telling students that we ask for things when we need them.
2. Highlight the polite expressions used to express needs or make requests to others to fulfil those needs.



#### ASSESSMENT

**5 MINUTES**

1. Divide the class into pairs and ask students to make a list of things they need when they are hungry. Then, think of a few sentences to express those needs.
2. After that, invite a few pairs randomly to come up and share their responses with the whole class.



#### HOMEWORK / FOLLOW UP

**2 MINUTES**

1. Tell students to make a list of things they need for their studies.
2. Share their findings in the upcoming classes.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 38

# SPOKEN AND WRITTEN WORDS



## STUDENT LEARNING OUTCOMES

- Pronounce and match spoken words with written words.

## INFORMATION FOR TEACHERS

- The focus of this lesson plan is on pronunciation and matching the spoken words with written words.
- Use flashcards for a better understanding of the concept.
- Focus on letter sounds and help students in pronouncing different letters.
- Help students pronounce and match spoken words with written words.
- Use classroom objects for practising the pronunciation of high-frequency words.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, flashcards, textbook, etc.



## INTRODUCTION

| 5 MINUTES

- Articulate the individual sounds in the word 'pen', i.e., /p/, /e/, and /n/, and ask students to guess the word or try to join the sounds together and make the word.
- Show students a pen and pronounce the word (pen) loudly.
- Tell students to repeat the word after you.
- Now, say the first sound /p/ and ask students to write the letter that represents it. Ask 2 – 3 students to show you the letter they have written on their notebooks. Appreciate them for the correct answer. Then, repeat the above steps for /e/, and /n/ too.
- Now, write the word (pen) on the writing board and ask students to read it aloud.
- Ask students to use this technique to match the spoken words with written words. i.e.,
  - Identify the letters and their sounds.
  - Say the sounds of each letter.
  - Join them to pronounce the word.
- Tell them that for some words, they have to hear them spoken and look at their written shape and remember it, e.g., the words like is, am, are, one, two, you, he, this, that, here, and there, etc. Such words are called sight words..



## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

1. Write the following words on the writing board as shown below:  
**(c-a-t), (c-a-r), (b-a-g), (b-o-o-k), (b-a-t)**
2. Divide the class into pairs.
3. Ask each pair to pronounce each letter of the word separately and then pronounce the complete word. Do the first word as an example.
4. Give them 03 minutes to practice the given words in pairs.
5. Say: "Now I will pronounce the words written on the writing board one by one. When I speak a word, I will call one of you to come and circle that word written on the writing board."
6. Now say the words written on the writing board one by one and invite students randomly to circle the word on the writing board.

### Activity 2 10 Minutes

1. Write the following words on the writing board:  
**hat, see, desk, wall, window, fan, bulb, cup, chalk, shop.**
2. Divide the class into two teams: Team A and Team B.
3. Say a word and ask the 'Team A' to identify its written shape on the board. If they do it correctly, they will get one point. Then, you will say another word and ask the 'Team B' to identify its written shape.
4. Play this game for all the words.
5. The team with higher scores will win.



## CONCLUSION / SUM UP

3 MINUTES

1. Conclude the lesson by telling students that it is helpful to break the words into smaller parts called syllables, pronounce the letters of each syllable separately, and then pronounce the whole word. For sight words, it is important to remember their shape and match it with the 'whole' sound of the word.



## ASSESSMENT

5 MINUTES

1. Write these words on the writing board:  
**pen, book, car, see, cup**
2. Ask students to copy the words on their notebooks.
3. Now, pronounce one of these words loudly.
4. Ask students to underline that word and show it to you.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and select 10 words.
2. Use the techniques learnt by separating the words into letters/ syllables first and then pronouncing the complete words.
3. Share the words selected in upcoming classes.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 39

# WORD PATTERNS



## STUDENT LEARNING OUTCOMES

- Recognise that as letters of words change, so do the sounds.

## INFORMATION FOR TEACHERS

1. Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pen-cil (two syllables), pen (one syllable), etc. More often each syllable has a single vowel sound.
2. Alter your pace and spend more time on a skill if you feel that students are struggling with it. Don't rush to get on to the next step until you are sure that students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
3. Ask meanings of the words from students in each activity which provides an opportunity to involve them. Wherever possible, bring the objects or at least pictures of different things mentioned to class so that students learn the essential vocabulary as well while practising word patterns.
4. Use some of the words in sentences. When you use the word 'run', ask them, 'Do you like to run in the playground? or, Can you run fast?', etc.
5. Tell students that when we make sounds for which we don't join our teeth or lips or move our tongue too much, those are vowels. We can make vowel sounds freely without friction.
6. While teaching the lesson, the teacher should also consult the textbook at all steps where and when required..



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, chalk, duster, pointer, textbook, etc.



## INTRODUCTION

| 5 MINUTES

1. Begin the class by greeting the students.
2. Write "b" on the board and ask students to pronounce it. Seek answers from the students. Repeat this practice with more letters like f, g, m, r, etc., and make sure that students can pronounce them correctly.
3. Draw a picture of a "fan" on the writing board and ask what it is. Seek answers from the students. If nobody can answer, tell the class it is a "fan". Repeat the word "fan" with all the students. Invite a few students to tell the first sound of 'fan'.



## DEVELOPMENT

20 MINUTES

### Activity 1:

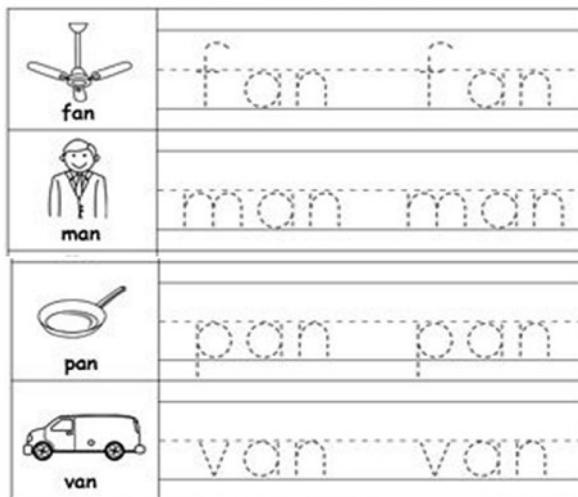
14 Minutes

1. Draw/display a picture of a “ball” on the writing board, point to the picture of the “ball” and ask about it. Seek answers from students. Repeat the word “ball” with the whole class. Invite students individually to repeat it.
2. Now, point towards the wall and ask students what it is called. Repeat the above steps for the word ‘wall’.
3. Draw two trees on the board – one tall and the other short. Ask students which one is tall.
4. Ask students if “ball”, “wall”, “tall” and “small” begin with the same sound. Do they have different initial letters, too?
5. Say b/all, w/all, t/all and s/m/all in exaggerated style and ask students to repeat. Tell students that as the letters of words change, so do the sounds.
6. Ask students what is common in the word ball, wall, tall and small. (Expected response: the ‘-all’ sound at the end of the four words is common. Tell them that as we change the first letter, the initial sound changes but because the letters ‘all’ are the same in all the words, their ending sound does not change and that is why they rhyme.)
7. Give a few more examples, e.g., bin, tin, and pin; bell, tell, and sell, etc. Repeat the steps as above.

### Activity 2:

6 Minutes

1. Give students a worksheet or write the following “-an” words on the writing board.
2. Ask students to note the changing sounds while tracing. Elicit from students that as the letters of words change, so do the sounds.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have learnt how the sounds change if the letters of the words change.



## ASSESSMENT

5 MINUTES

1. Use the same activities by changing the initial letter as a formative assessment to assess the students’ performance. (This will guide you, the teacher, about pacing your activities, spending more or less time on one level).



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice tracing/copying words with different initial but same ending sounds/ letters several times at home.
2. Throughout the year, continuously guide and assess students' abilities to recognise, read, and write one-syllable words.
3. Repeat activity with different initial letter sounds but rhyming words (with the same word endings) consisting of not more than three letters, e.g., bet, get, jet, let, met, net, pet, set, wet, yet. Show the difference in pronunciation of bet, get, jet, let, met, net, pet, set, wet, yet.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

**40****UNDERSTANDING A POEM****STUDENT LEARNING OUTCOMES**

- Respond to the text (post-reading) to express understanding of a poem.

**INFORMATION FOR TEACHERS**

1. Select poems that are short, interesting, and simple enough for students to understand.
2. Also, choose poems that are fun to read.
3. Highlight the poems with the help of illustrations.
4. Give students opportunities to sing the poems and act them out using gestures, movements, and body language.
5. While teaching this lesson, consult the textbook at all steps where and when needed..

**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing board, marker, duster, textbook, chart of a handwritten short poem, etc.

**INTRODUCTION**

| 5 MINUTES

1. Ask two or three students to recite their favourite nursery rhymes/poems with actions.
2. Ask other students, "Do you understand these poems?"
3. Take their responses and tell them today we are going to read a poem and try to understand it.

**DEVELOPMENT**

| 20 MINUTES

**Activity 1:****10 Minutes**

1. Display a chart having the following poem (or write the poem on the board):

 **The Apple**  
Unknown Author

Up in the apple tree.  
High off the ground,

I see an apple  
So big and round.

I climb up the tree  
And hold on tight.

I pick that apple,  
And take a big bite!  
m-m-m-m Good!

2. Read the poem aloud with correct pronunciation, appropriate stress, intonation, and expressions.
  3. Demonstrate actions using body language.
  4. Involve students in performing different actions, while you read the poem e.g.,

See  
↓

(putting hands above their eyes)

Big & Round

(making shapes with both hands)

5. Ask them to act out the lines ‘climb the tree’ and ‘hold it tight’. Then, ask them to imagine they have picked up that big apple. Say, “Now, take a big bite and tell me how it tastes!”

## **Activity 2:**

## 10 Minutes

## **'Think, Pair and Share'**

1. Divide the class into pairs and ask them to read the poem together.
  2. Then ask them the following questions:
    - ◊ What is up in the tree?
    - ◊ What is the size of the apple?
    - ◊ How is the taste of the apple?
  3. Ask students to discuss their answers in pairs.
  4. Next, ask students to compare their answers with those of other pairs.
  5. Help them out if they find any difficulty finding the answers.



## **CONCLUSION / SUM UP**

3 MINUTES

1. Tell students that today we have read a poem for our understanding.
  2. We tried to understand the meaning/message of the poem using recitation, action, gestures, and body language.



## ASSESSMENT

5 MINUTES

3. Write the following questions on the writing board and ask students to discuss them in pairs:
    - ◊ Identify the rhyming words used in the poem
    - ◊ What is the shape of the apple?
  4. When students work in pairs, observe and listen to their responses.



### **HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to read a short poem from their textbooks for understanding and note a few questions about it as a home assignment.
  2. Assign students to do the relevant activities/ exercises from their textbook as homework.

**41****COLOURS, SHAPES, AND SIZES****STUDENT LEARNING OUTCOMES**

- Recognise the different categories of some colours, shapes, and sizes.

**INFORMATION FOR TEACHERS**

1. The focus of this lesson plan is on recognising different categories of colours, shapes, and sizes.
2. Use pictures and flashcards for a better understanding of the concept.
3. Give students real-life examples to understand colours, shapes, and sizes i.e., sun, tree, pen, etc.
4. Make students focus on one category at a time.
5. Use classroom objects for practising colours, shapes, and sizes.
6. While teaching the lesson, also consult the textbook at all steps.

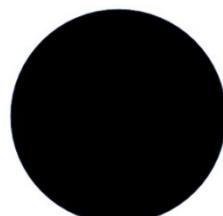
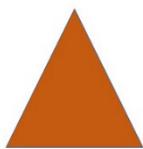
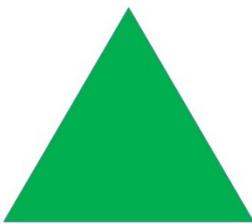
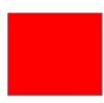
**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.

**INTRODUCTION**

| 5 MINUTES

1. Point towards the writing board and ask the following questions from students:
  - ◊ What is the colour of the writing board?  
**Expected Answer:** White/black
  - ◊ Is the writing board small or Big?  
**Expected Answer:** Small/Big
  - ◊ Is the writing board round?  
**Expected Answer:** No
2. Draw the following shapes on a chart and colour them using different colours.
3. Ask students to tell the names of the shapes, sizes, and colours.





## DEVELOPMENT

23 MINUTES

### Activity 1:

13 Minutes

1. Draw the following given shapes on the writing board without colouring them: the Sun, leaf, the national flag of Pakistan, inkpot, apple
2. Ask students to think about the colours of the images and share their answers with a partner, e.g.,
  - ◊ The sun is yellow.
  - ◊ The leaf is green.
  - ◊ Pakistani flag is green and white.
  - ◊ Ink is blue.
  - ◊ Apple is red.
3. Now, take responses from a few pairs by pointing towards each word/shape.
4. Next, point to or show different items to demonstrate the difference of sizes, e.g., show a marker and a pencil to students and say: "The marker is big and the pencil is small."
5. Show the following objects to the students and get their responses. i.e., big or small:  
**Book/notebook, chalk/marker, writing board/slate**

### Activity 2:

10 Minutes

1. Divide the class into three groups and give one task to each group i.e., SHAPES, COLOURS, and SIZES.
2. Tell them that they have to walk through the classroom and find the objects of different colours, shapes, and sizes and list them.
3. Distribute the task as follows:
  - ◊ SHAPES: Make a list of things of different shapes available in the classroom.
  - ◊ COLOURS: Make a list of things of different colours available in the classroom.
  - ◊ SIZES: Make a list of things of different sizes available in the classroom.
4. Allow them 05 minutes to complete this activity.
5. After the allotted time, allow one student from each group to come to the front and share their list with the whole class, e.g.,
  - ◊ Colours: Ink (Blue), wall (White), etc.
  - ◊ Shapes: eraser (Rectangle), Bottle Neck (Round), etc.
  - ◊ Sizes: Book (Big), Notebook (Small), etc.



## CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling students that:

1. Different things have different colours, e.g., The sun is yellow, a leaf is green, etc.
2. Some objects are small, and some are big, e.g., the writing board is big and the slate is small.
3. Different things have different shapes like circles, triangles, rectangles, and squares, etc.



## ASSESSMENT

4 MINUTES

1. Draw the following table on the writing board and ask students to copy it on their notebooks:

Column A	Column B
Elephant	Black
Banana	Red
Tomatoes	Big
Crow	Blue
Sky	Yellow

2. Now, ask students to match the words from the first column with the words given in the second column.



## HOMEWORK / FOLLOW UP

1 MINUTES

3. Tell students to go through their textbooks and find a few pictures from their textbook.
4. Write the colour, shape, and size for each picture.
5. Share their work with a partner the next day.
6. Assign students to do the relevant activities/ exercises from their textbook as homework.

## 42

## NAMING WORDS



## STUDENT LEARNING OUTCOMES

- Identify the gender of naming words from the immediate environment (masculine / feminine).

## INFORMATION FOR TEACHERS

- Gender is a specific form of noun class system in which the division of noun classes forms an agreement system with another aspect of the language, such as adjectives, articles, pronouns, or verbs.
- Gender divisions include masculine, feminine and neuter but in this lesson we will only teach masculine and feminine gender.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures charts etc.



## INTRODUCTION

| 5 MINUTES

## The teacher will:

- Begin the class by greeting “Hello / Assalam-o- Alaikum” to the students and the students will answer the greeting by saying “Hello/Walaik-um-Assalam”. Ensure that the students respond to the greeting properly.
- Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”
- Display the following chart on the board and ask the students to name the objects. (Students might say some Urdu words, don’t snub them but encourage them to think of English words). Give them clues so that they come up with as many responses as possible.



- Now ask the students to identify animals, things and person in the chart. Invite students (one at a time) to come and circle the animals with blue colour, things with red and person with green on the chart.
- Tell the students that we have learned to recognize that people, places, actions and

things have particular names and number. Today we will learn about gender of naming words..



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

The teacher will:

1. Display picture of a “king” on the board and ask the students to name it. Seek answers (expected answers are king, prince, man etc.). The students might name some Urdu words, don’t snub them but encourage them to think of English names.



2. Say he is a “king”. Repeat the word “king” with all the students. Invite few students one by one to repeat.
3. Display picture of a “man” on the board and ask the students to name it. Seek answers (expected answers old man, father, grandfather, man etc.). The students might name some Urdu words.
4. Tell he is a “man”. Repeat the word “man” with all the students. Invite few students one by one to repeat.



5. Display picture of “father and son” on the board and ask the students to name it. Seek answers (expected answers man, father, boy, son, brother etc.). The students might name some Urdu words.



6. Tell they are “father and son”. Repeat the words “father and son” with all the students. Invite students one by one to repeat.

**Activity 2:****10 Minutes**

The teacher will:

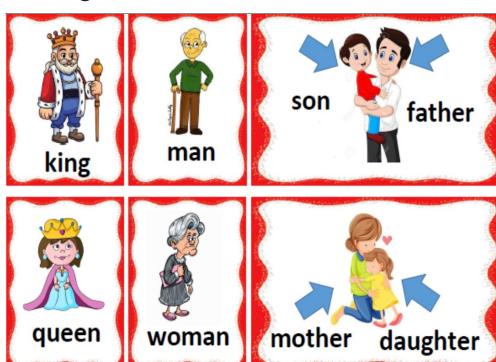
1. Display picture of a “woman” on the board and ask the students to name it. Seek answers (expected answers old woman, mother, grandmother, woman etc.). The students might name some Urdu words, don’t snub them but encourage them to think of English names.
2. Say she is a “woman”. Repeat the word “woman” with all the students. Call five or six students one by one to repeat.



3. Display picture of a “queen” on the board and ask the students to name it. Seek answers (expected answers woman, queen, princess etc.). The students might name some Urdu words, don’t snub them but encourage them to think of English names.
4. Say she is a “queen”. Repeat the word “queen” with all the students. Call five or six students one by one to repeat.
5. Display picture of “mother and daughter” on the board and ask the students to name it. Seek answers (expected answers woman, mother, sister, daughter etc.). The students might name some Urdu words.



6. Tell they are “mother and daughter”. Repeat the word “mother and daughter” with all the students. Invite few students one by one to repeat.
7. Tell the students that naming words for people can be differentiated as male (masculine) and female (feminine). Masculine nouns are words for men, boys and male animals. Feminine nouns are words for women, girls and female animals.
8. Display a chart on the board and tell the students that:
  - ◊ king is masculine and queen is feminine
  - ◊ man is masculine and woman is feminine
  - ◊ father is masculine and mother is feminine.
  - ◊ son is masculine and daughter is feminine.





## CONCLUSION / SUM UP

4 MINUTES

1. Tell the students that today, we have learnt how to identify the gender of few naming words from the immediate environment (masculine/feminine).



## ASSESSMENT

4 MINUTES

1. Informally assess students' ability to identify the gender of naming words during activities.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the following words in students' notebooks, write the following words in the respective columns and ask the students to match the masculine with feminine.

Boy	woman
Man	sister
King	mother
Father	girl
Grandfather	queen
Brother	grandmother

2. Arrange a written quiz after a week to assess whether the students are able to change gender of nouns from immediate and extended environment.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**5**

# 43

## WORD PATTERNS



### STUDENT LEARNING OUTCOMES

- Identify words that begin with the same sound.

### INFORMATION FOR TEACHERS

- Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pencil (two syllables), pen (one syllable) etc. More often each syllable has a single vowel sound. Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on to the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
- Alter your pace and spend more time on a skill if you feel that the students are struggling with it. Don't rush to get on the next step until you are sure that the students are ready for it. The number of periods given here is a suggestion, you may increase or decrease it according to the needs of your students.
- Ask students meaning of the words during each activity which provide an opportunity to the objects or at least pictures of different things mentioned to assist to that the students learn the vocabulary.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



### DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



### MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flash cards of alphabets. Blocks of letters, flashcards of alphabets.



### INTRODUCTION

| 5 MINUTES

#### The Teacher will:

- Begin the class by greeting "Good morning / Hello / Assalam-O-Alaikum!" to the students and the students will answer the greeting by saying "Good morning / Hello / Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
- Say "how are you?" to the students and make sure that the students reply, "we are fine, thank you."
- Tell the students that yesterday we learnt words that end with the same sound, today we are going to learn words that begin with same sound.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

**The teacher will:**

1. Say “cap” and ask the students about the initial sound of a “cap”. Seek answers from the students. Repeat the /k/ sound with all students. Invite few students individually to repeat.
2. Draw/display picture of a “cap” on the board and point to the picture of the “cap” and ask about it. Seek answers from the students.
3. Say it is a “cap”. Repeat the word “cap” with all the students. Invite few students to repeat.
4. Say “cup” and ask the students what the initial sound comes when we say a “cup”. Repeat /k/ with all the students. Now tell the students that the initial sound in “cup” and “cap” is the same i.e. /k/. Repeat “c” with all the students. Emphasize on the same initial sounds.

### Activity 2:

10 Minutes

**The teacher will:**

1. Say “pan” and ask the students about the initial sound of a “pan”. Seek answers from the students. Repeat the /p/ sound with all students. Invite few students to repeat.
2. Draw/display a picture of a “pan” on the board and point out to the picture of the “pan” and ask what it is? Seek answers from the students. The teacher will say it is a “pan”. Repeat the word “pan” with all the students. Invite few students to repeat.
3. Say “pin”, and ask the students what the initial sound comes when we say the word “pin”. Repeat /p/ with all the students. Now tell the students that the initial sound in “pin” and “pan” is the same i.e. /p/. Guide them if they make any mistake.
4. Repeat the /p/ sound with all students. Call five to six students individually to repeat.
5. Draw a picture of a “tap” on the board and point to the picture of the “tap” and ask what it is? Seek answers from the students. The teacher will say it is a “tap”. Repeat the word “tap” with all the students. Call five to six students individually to repeat it.
6. Say “top” and ask the students what the initial sound comes when we say “top”? Repeat /t/ with all the students. Now tell the students that the initial sound in “tap” and “top” is the same i.e. /t/. Repeat “t” with all the students. Emphasize on the same initial sounds.
7. Display chart of words starting with same sound on the board. Point at the pictures and ask the students what it is? Seek answers and
8. tell the students that “This is a \_\_\_\_\_. ” Repeat these words with the students.

cup



cap

pin



pan

tap



top





## CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to pronounce one syllable words and to identify words that start with same sound.



## ASSESSMENT

5 MINUTES

1. The teacher will use the “activity 1 and 2” as a formative assessment to assess the students’ performance. (This will guide the teacher in pacing his/her activities, spending more or less time on one level).



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the words cap, cup, tap, top, pin and pan on students’ notebooks and ask the students to practice tracing/copying the words several times at home.
2. Throughout the year, continuously guide and assess students’ abilities to recognize, read and write one syllable words.

**44**

# COMMUNICATION SKILLS (ORAL AND WRITTEN)



## STUDENT LEARNING OUTCOMES

- Use appropriate body language for different communicative functions.

## INFORMATION FOR TEACHERS

1. Oral communication has two parts: The use of language and interpersonal skills.
2. If you provide a safe environment to the students, and enforce rules so that students do not make fun of or fight with each other, students will then have the courage to express themselves in class.
3. Create opportunities for students to have real conversations with each other, not just role play in class. This will help develop the students' interpersonal skills.
4. Since these are not tasks that will be done once only, we are calling them "routines" and not "activities".
5. It is extremely important that you model the courtesies that you are teaching to the students, remember to say "Thank you", "Excuse me", "I am sorry", "You are welcome". Look for opportunities to use these as often as you can.
6. As you practice conversation, also demonstrate use of appropriate body language for different communicative functions for example:
  - ❖ Tell them that while talking to people, do not speak while the other person is speaking wait for your turn.
  - ❖ Tell them it's polite to answer if somebody is asking some questions or wants to talk.
  - ❖ While teaching the lesson, the teacher should also consult the textbook where and when required..



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing Board, emotion chart



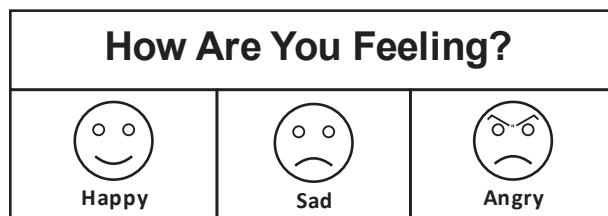
## INTRODUCTION

| 5 MINUTES

### The teacher will:

1. Begin the class cheerfully by greeting "Assalam-o-Alaikum" or "Good morning" to the students and the students will answer the greeting by saying "Walaik um Assalam" or "Good morning". Ensure that the students respond to the greeting. Make eye contact with the students while greeting the students and encourage the students to look at the teacher directly when they reply.
2. Ask the students, "How are you?" and the students will answer the greeting by saying "I am fine, thank you". Ensure that the students respond to the greeting and also teach the students to ask the teacher the same question.
3. Intentionally tell the students that "I am feeling happy today".
4. Write "happy" on the writing board and draw a "happy face" with it.

- Ask the students "How are you feeling today?" (Expected answers could be happy, sad and angry). If the students don't know what to reply, prompt them to express how they feel.
- Display the pictures of emotions on the board.



- Read the pictures of emotions to the students and ask them again how they are feeling?



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

#### The teacher will:

- Tell the students that imagine you are playing cricket with your friends and your team wins the match. How would you feel? (Expected answer: happy). Similarly, how would the losing team feel? (Expected answer: sad).
- Now call out for role play. While role playing ensure that students follow the social courtesies learnt earlier.

#### Role Play:

- Tell the students that they will now have a role play on conversation between two friends. The teacher will model a conversation by asking one student to come in front. Ensure the student takes active part in conversation, prompt if he/she does not know the answer.
  - ◊ Teacher: Assalam o' Alaikum
  - ◊ Student: Walaik um Assalam
  - ◊ Teacher: How are you?
  - ◊ Student: I am fine, thank you. How are you?
  - ◊ Teacher: I am fine, thank you. How was your football match?
  - ◊ Student: We won the match.
  - ◊ Teacher: How are you feeling?
  - ◊ Student: I am feeling happy.
  - ◊ Teacher: Can you please give me your bat?
  - ◊ Student: Yes, here it is.
  - ◊ Teacher: Thank you.
  - ◊ Student: You are welcome.
- (Don't give them a list of sentences that will limit their responses to those fixed responses).
- Repeat activities.



## CONCLUSION / SUM UP

| 3 MINUTES

- Tell the students that today, we have learnt to express enjoyment while playing.



## ASSESSMENT

5 MINUTES

1. Informally assess students' ability to use appropriately, common phrases and formulaic expressions in class and playground.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to practice these formulaic expressions and social courtesies many times with your siblings at home.
2. Continue to model the use of routine courtesies.
3. Throughout the year, continuously guide and assess students' abilities to express and offer a few basic social courtesies with appropriate body language for different communicative functions.
4. Encourage the students to use these skills at home and to report about them in class.
5. Assign students to do the relevant activities/ exercises from their textbook as homework.

# LOCATING SPECIFIC INFORMATION



## STUDENT LEARNING OUTCOMES

1. Interact with text and use reading strategies (while reading) to locate specific factual information.

## INFORMATION FOR TEACHERS

1. Factual information is information that solely deals with facts. It is short, non-explanatory, and rarely gives in-depth background on a topic.
2. Help students understand that whenever they are reading a text, they should be constantly noting the important details.
3. When discussing reading comprehension, think of details as the individual features, facts, or particulars in the text. These details are essential to developing reading comprehension.
4. While teaching the lesson, the teacher should also use textbooks where and when necessary..



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



## INTRODUCTION

| 7 MINUTES

1. Write the following text on the board and ask students to find out the details required in the questions below:

**Peshawar** is the **capital** of Khyber Pakhtunkhwa. With a recorded history **since 539 B.C**, Peshawar is the oldest city in Pakistan and one of the oldest cities in the world. The city was an important **trading centre** during the Mughal Empire. The city of Peshawar has a population of 1,970,042 according to the 2017 census, making it the largest city in Khyber Pakhtunkhwa and the **sixth-largest** in Pakistan, while Peshawar District has a population of 4,269,079.

2. Ask students to work in pairs and find out the following details from the paragraph:
  - ◊ What is the **name of the capital** of Khyber Pakhtunkhwa province?
  - ◊ **Since when** the history of Peshawar is recorded?
  - ◊ What was **Peshawar's role** during the Mughal Empire?
  - ◊ Which city is the **sixth-largest** in Pakistan?
3. Give students clues about what kind of information each question is asking for (e.g., a date, a number, a name, a title, etc). Help them notice the keywords related to their required information.
4. Once they have completed the task, review the answers with the whole class. Highlight how knowing the type of required information and its related keywords helped students

find the required information quickly and easily.

5. Tell them that now they are going to practise this skill with the help of a story.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Make students sit in a circle on the floor. Tell them they are going to listen to a story in English.
2. Show students the pictures and ask them to guess what the story is about by looking at the pictures.
3. Read the story once using appropriate intonation, stress, and body language (with actions) pointing to pictures, and introducing characters.

#### The Lion and the Mouse

A lion was sleeping in a forest. A mouse started playing with his hair. The lion was disturbed and arose from his sleep. He caught up the mouse angrily and tried to crush him. The mouse started crying and asked the lion to leave him off and promised him that he would help the lion someday. The lion laughed at the mouse and let him off.

A few days later, the lion was caught in a net spread by a hunter. He roared and tried to escape but in vain. The mouse heard the lion's roaring and came there. He started cutting the net with his teeth. The lion escaped and thanked the mouse. They became friends forever.



### Activity 2:

10 Minutes

1. Ask the students to identify and name the characters in the story.
2. Then, divide the class into pairs and ask them to locate the following details in the story:
  - ◊ Where was the lion sleeping?
  - ◊ Who disturbed the lion? How?
  - ◊ Why did the lion laugh?
  - ◊ What was the lion caught in?
  - ◊ How did the mouse help the lion?
3. Once they have completed the task, allow 2 – 3 pairs to share their responses with the whole group.
4. Review the answers with the whole class. Highlight keywords and information types that helped to find the answers.
5. Appreciate students for their active participation in the activity.



## CONCLUSION / SUM UP

1 MINUTES

Tell the students that today we have learnt to:

1. Understand and use the types of details to find specific information in a text.
2. Understand and use keywords.
3. Find important factual information through a story.



## ASSESSMENT

5 MINUTES

1. Write the following text on the board and ask students to find the factual information required below:

- **Bees** have 5 eyes and 6 legs.
- Honey **bees** collect juices from flowering plants.
- Male **bees** in the hive are called drones and they do not have a stinger.
- Worker **bees** are females.
- Honey **bees** live in large groups called colonies.
- An average beehive can hold around 50,000 **bees**.

### Questions:

- ◊ How many eyes does a bee have?
- ◊ How many legs does a bee have?
- ◊ What are drones?
- ◊ What do we call a group of bees?
- ◊ How many bees can live in a beehive?

2. Review the answers with the whole group. Check if students could make use of keywords to find the required details.



## HOMEWORK / FOLLOW UP

2 MINUTES

### Ask students to:

1. Take any story and read it aloud.
2. Find key factual points in the story and list them.
3. Encourage students to go home and narrate the same story to their friends and family. Ask them to come back and report how they liked the story.

# 46

# SENTENCES WITH CAPITALIZATION / PUNCTUATION



## STUDENT LEARNING OUTCOMES

- Recognize and practice that words combine to make sentences.

## INFORMATION FOR TEACHERS

1. Sentence is key to conversation. Practice of simple construction of subject, verb object should be given to students. Its importance should also be highlighted to the students.
2. While teaching the lesson, the teacher should also consult textbook at all steps where and when required..



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing Board, chart/marker and dusters.



## INTRODUCTION

| 5 MINUTES

### The teacher will:

1. Mime/ act out a simple activity like, "Drink water." Ask them to tell in words what you just did, and their reply may be something like, 'Drinking water' or 'You are drinking water'; you can gently correct them if needed:
2. You may refer to the lesson plan on "Action Words" and choose from those "action words" for this activity.
3. Ask a student to act something while rest of the class may guess it.
4. Tell the students that what they said are complete sentences; that a sentence is a set of words telling us something.



## DEVELOPMENT

| 20 MINUTES

### Activity I:

**10 Minutes**

### The teacher will:

1. Write few sentences on the writing board. Ensure the words are in the students' vocabulary. Read them once with proper stress and intonation pausing after each sentence e.g. this is a fat cat. Eat your bun.
  - ❖ This is his coat.
2. Ask students to repeat each sentence after you.
3. Ask them to read these sentences independently, first in the same order in which they are written and then by jumbling them. Point out any sentence on the board and ask students to read it.

- Remind the students that words combine in a certain arrangement to make a sentence.
- Remove one word from the sentence and ask the students, 'Does the sentence make sense now?'
- Ask the students to make sentences with the help of a substitution table, or ask them to think of substitute words for the under-lined words. So 'Open the big door' may be changed to 'Open the big car', 'Open the small door', etc.
- The sentences may be:
  - Open the big door.
  - Brush your teeth.
  - Open your red book.
  - I eat banana.
  - Go to the door.
  - She has a green parrot.
  - Give me a long pencil.
  - This is your black goat.
- Repeat the above activity orally and then write sentences in the students' copy for them to trace and copy.



## CONCLUSION / SUM UP

3 MINUTES

- Teacher will tell students today we have learnt that words combine to make simple sentences.



## ASSESSMENT

5 MINUTES

- Write four sentence long story on the writing board. Ask one of the students to read it properly, stopping at the full stops.
- The four sentences may be something like:
  - Alina had a cat.
  - The cat played with a ball.
  - The ball got lost.
  - Alina got her a new pink ball.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Write few sentences leaving blanks and ask students to copy them in their notebooks and fill in the blanks to complete the sentences.
- Write short sentences in students' notebooks, leaving one line empty after each sentence where students copy the sentence adding the full stop and the capitalization.

# 47

# NAMING WORDS



## STUDENT LEARNING OUTCOMES

- Recognise that people and places have particular names.

## INFORMATION FOR TEACHERS

1. This lesson can be made interesting by showing real objects to students for better understanding. In some cases, you may show pictures of objects. But for the interest of students, you can take a basket in the class having models of some toys, fruits, and vegetables.
2. While teaching the lesson, also consult the textbook at all steps where and when required.



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



## MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, flashcards of alphabets, textbook, etc.



## INTRODUCTION

| 5 MINUTES

1. Begin the class by greeting the students.
2. Ask students the following questions:
  - ◊ Do you know what are naming words?
  - ◊ Do you know what a person is?
  - ◊ Do you know what a place is?
  - ◊ Do you know what a thing is?
3. Allow students to share their responses.
4. Review their answers to each question before proceeding to the next activity.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

1. Ask students to recall their learning from the previous lesson about naming words.
2. Tell them that just like they have names, animals, things, and places have names too.
3. Tell them that everything has a name so that we can recognise it and differentiate it from others. Ask them to think of a few names of things, persons, places, and animals. Allow a few students to share the names with the whole class.
4. Display a chart having pictures of a bulb, cake, cup, car, desk, jug, lamp, mug, pen, pencil, etc. (These are mostly names of things which are the same in English as well as in Urdu).

- You can bring some of these objects to class too, such as a cup, bulb, pen, and pencil.
5. Tell students again that everything has a name so that we can recognize it and differentiate it from others, therefore the name that we give to an object is called a noun or a naming word.
  6. Explain to students that there are groups of naming words i.e. person, place, animal, and thing.
  7. Next, review the difference between common nouns and proper nouns:
    - ◊ A noun that names a particular person, place, thing, or animal is called a proper noun. For example, Muhammad Ali Jinnah, Fatima, and Saira are names of particular persons. Similarly, Peshawar and Mardan are names of particular places.
    - ◊ A noun that gives a common name to persons, places, things, or animals of the same kind is called a common noun, e.g., man, woman, city, village, pen, marker, cat, dog, etc.

#### **Activity 2:**

**10 Minutes**

1. Review the concept of common and proper nouns again with the whole class.
  - ◊ Common nouns name general objects, persons, places, or animals, not specific ones. For example, the word 'car' is a common noun. There are many cars. Honda City is a particular car.
  - ◊ A name for a specific object, person, place, or animal is a proper noun. Always capitalise proper nouns.
2. Write the following sentences on the board:
  - ◊ Saira is my friend.
  - ◊ I live in Kohat.
  - ◊ I like bananas.
  - ◊ Dabgari Garden is a beautiful place in Peshawar.
  - ◊ Babar Azam is a very good batsman.
  - ◊ Rex is a strong dog.
  - ◊ I purchased a few oranges.
  - ◊ Abbottabad is a big city.
  - ◊ I was born in October.
3. Ask students to work in pairs and identify the types of nouns in these statements.
4. Once the pairs have completed their task, review the answers with the whole class.
5. Appreciate students for their active participation.



#### **CONCLUSION / SUM UP**

**3 MINUTES**

1. Tell students that today we have learnt that people, places, actions, and things have particular names and they can be grouped accordingly.
2. Names of particular persons, places, things, and animals are called proper nouns.
3. Proper nouns are always capitalised.



#### **ASSESSMENT**

**5 MINUTES**

1. Ask students to name few objects (a person, place, animal, and thing) from the classroom environment or from a picture/photograph (students might say Ahmed, board, etc. or they might say some Urdu words, encourage them to think of English words). Give them clues so that they come up with as many responses as possible.

- Ask them to make a list of proper nouns from among the nouns they found from the classroom environment.



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to draw a picture of an animal/bird and a thing in their notebooks.
- Name it and tell whether it is a common noun or a proper noun.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

**48****QUESTIONS AND PUNCTUATION MARKS****STUDENT LEARNING OUTCOMES**

- Use questioning words: who, what, where, when, and why.
- Comprehend and respond to simple wh- questions.
- Use am, is, are in short sentences to identify and describe a person, place, and thing e.g I am.
- Recognise and use a full stop at the end of a statement.
- Recognise and use a question mark at the end of a question.

**INFORMATION FOR TEACHERS**

1. Punctuation marks play a key role in written expressions like, “slaves, not friends” or “slaves not, friends”.
2. Questions are asked to get information that there are 5 WH-Questions i.e. What, When, Who, Where, and Why.
3. Intonation is the way the pitch of your voice goes up and down as you talk or recite something.
4. Point out the punctuation. Explain that question mark (?) helps us in recognizing a question.
5. While teaching the lesson, also consult the textbook at all steps..

**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing board, charts of Wh-Questions, textbook, marker/ chalk, etc.

**INTRODUCTION**

| 5 MINUTES

1. Ask students if they meet a stranger, what three questions would they like to ask?
2. Seek students' responses.
3. Tell them questions are used to get information so today we will discuss about the Wh-questions.

**DEVELOPMENT**

| 20 MINUTES

**Activity 1:****20 Minutes**

1. Ask the students to answer the following Wh-questions. Tell them that you are going to ask something and they will answer. The teacher may write these questions on the writing board.

The questions are:

- ◊ What is your name?
- ◊ Who is your best friend?
- ◊ Where is your school?
- ◊ When is your birthday?
- ◊ Why are you happy?

2. These questions help the students understand the function of question words. Use proper intonation for questions. Help them see the difference in the way we read a sentence that ends with a full stop and one that ends with a question mark.
3. Point out the punctuation mark.
4. Ask/tell them why is there no full stop at the end of this sentence.
5. Ask a few students to further ask “what”, “when”, “who”, “where” and “why” questions.



## CONCLUSION / SUM UP

3 MINUTES

1. We learnt today the use of questions of “what”, “when”, “who”, “where” and “why” questions.



## ASSESSMENT

5 MINUTES

1. Make pairs among students and ask the following questions.
  - ◊ What is your name?
  - ◊ What is in your hand?
2. Repeat the activities three to four times among pairs of remaining students for reinforcement.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write only one sentence of “what” question in their notebook and write the response of the question.
2. For all ‘wh’ question activities, encourage students to create their own questions and ask the rest of the class.
3. Encourage students to use two kinds of ‘wh’ questions together, for example ‘What is in this big blue box? Who brought it here?’
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

**49****ACTION WORDS****STUDENT LEARNING OUTCOMES**

- Read common naming and action words and match with pictures.
- Physically respond to, and use some common action words.

**INFORMATION FOR TEACHERS**

1. Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence, telling what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences, have one verb.
2. When learning the rules of grammar, students are often taught that verbs are 'doing/ action' words, signify the part of the sentence which explains the action taking place.
3. It is important that you bring a lot of energy to the class. Don't feel shy in acting things out. If students see you perform these tasks with enthusiasm, they too will feel excited.
4. Introduce common action words with Total Physical Response Method (TPR).
5. Consult textbook at all steps where and when required.

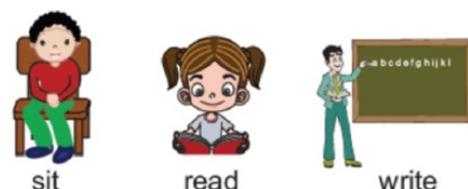
**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing boards, charts with different activities, flash cards, texts/other print resources.

**INTRODUCTION**

| 5 MINUTES

1. Begin the class by greeting "Good morning/ Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam".
2. Ensure that the students respond to the greeting properly.
3. Display the chart on the board and ask the students to look and say, what's on the chart (expected answers, action).
4. Ask the students what does "action" mean? Seek answers from the students.
5. Tell the students that action can be something that we do/perform.





## DEVELOPMENT

20 MINUTES

### Activity 1: 10 Minutes

#### The teacher will:

1. Build on the introduction activity and tell the students that the words we use to describe an action are action words. Anything you do is an action.
2. Ask the students to have a look at the first picture (introduction chart) and tell what is happening in the picture.
3. The students will respond in Urdu by saying walk or walking. Do not discourage them and tell them that it is called walk.
4. Write "walk" on the board and repeat all letters of walk like, W A L K with the students. Say the word while performing it yourself. Call a student over to and ask him to walk. Make the student repeat "walk" with you several times.
5. Ask the students to have a look at the second picture and tell what is happening in the picture.
6. The students will respond in Urdu by saying stand or standing. Do not discourage them and tell them that it is called "Stand" in English. Write "Stand" on the board and repeat all letters of stand like, S T A N D with the students. Call a student over to yourself and ask him to "stand". Make the student repeat stand with you several times.
7. Repeat the same practice with "jump", wash and "run".

### Activity 2: 10 Minutes

#### The teacher will:

1. Tell the students that we are going to play a game called Charades.
2. Give instructions:
  - ◊ There will be two teams.
  - ◊ One player from a team will be given an action word and that player will act out the word trying to get his teammates to guess it.
  - ◊ The player acting out the verb may not talk.
  - ◊ That player must just use actions.
  - ◊ The team members must raise hands to guess. Give three chances of guessing then the other team can guess.
3. Pick an action from the chart displayed during introduction and act it out for the students to guess (as an example). Don't give any verbal cues when you do this. Make your actions exaggerated so that students can easily guess. Don't tell the students they are wrong even if they give the answer in Urdu at this point. Just tell them the English word if they don't know it.
4. Place the students in two teams. Ask the students to choose the words from the chart displayed. If a student is unable to read a word, whisper it to him/her. Start with the confident students from each team who are not nervous about performing in front of the class. This activity gives shyer students an opportunity to get motivated.
5. Repeat activity a couple of times..



## CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt and recognized action words.



## ASSESSMENT

5 MINUTES

1. Say a few action words like driving, sleeping, running and ask the student randomly to perform it in action.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to draw picture of an action they like doing.

**Brain-storm:**

2. Ask students about things they love doing, and put them on the board. If they don't know the English word, use the Urdu one, gently help them learn the English word.
3. Also ask them about things they wish they could do (drive, dance, swim, fly, etc.).
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 50

## USE OF ARTICLES WITH PLURAL NOUNS



### STUDENT LEARNING OUTCOMES

- Recognise that plural nouns do not take articles “a” or “an”.

### INFORMATION FOR TEACHERS

1. Nouns have two number forms i.e., singular and plural.
2. Regular plural nouns are formed by adding -s or -es at the end.
3. We use articles (a, an, or the) with a singular noun.
4. We do not use articles (a, an) with a plural noun.
5. Article (a) is used before singular nouns starting with consonant sounds.
6. Article (an) is used before singular nouns starting with vowel sounds. i.e. (a-e-i-o-u).
7. Use real objects and especially classroom items to make the students understand the concept that plural nouns do not take articles ‘a’ or ‘an’.
8. Try to engage students actively in the learning process.
9. While teaching the lesson, the teacher should also consult the textbook at all steps.



### DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



### MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



### INTRODUCTION

| 5 MINUTES

1. Show a pencil to students and ask this question:
  - ◊ What is this?  
**Expected Answer:** A pencil.
2. Now, show more than one pencil and ask this question:
  - ◊ What are these?  
**Expected answer:** Pencils.
3. Recall the definition of a noun. i.e., a noun is a naming word and refers to a person, place, thing, or animal.
4. Next, tell students that we use ‘a’ or ‘an’ when we talk about a singular noun e.g., a pen, an egg, or a chair. But we do not use ‘a’ or ‘an’ with nouns when we talk about more than one. Instead, we use -s, or - es with the singular noun to make it plural.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Recall singular/plural forms of a few nouns i.e., book/books, egg/eggs.
2. Write the following words on the writing board:  
**pencil, books, apples, table, fan, slates, colours, chair, walls, window**
3. Divide the class into pairs.
4. Tell students to first think about the words written on the writing board and then find out which noun might take 'a' or 'an'.
5. Ask them to turn towards their partners and share their answers with each other.
6. Tell students to make two columns, in column 'A' write nouns which take 'a' or 'an' and in column 'B' write nouns which do not take 'a', or 'an'. (hint : Nouns with -s, -es ending do not take 'a', 'an')

### Activity 2:

10 Minutes

1. Write/draw the following nouns on the writing board:  
**apples, pencil, balls, book, bananas, cups, glass**
2. Tell students that when you point to a noun, they will stand up if the noun takes an 'a' or 'an', and keep seated if the noun does not take 'a' or 'an'.
3. After going through all the words invite some students randomly to come up and write an 'a' or 'an' with singular nouns.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling the students that:

1. Nouns have two number forms i.e., singular and plural.
2. Regular plural nouns are formed by adding -s or -es at the end.
3. We use articles (a, an, or the) with a singular noun.
4. We do not use articles (a, an) with a plural noun.



## ASSESSMENT

5 MINUTES

1. Write the following words with the instruction on the writing board:
  - ◊ an apple / a apples
  - ◊ a pen / an pen
  - ◊ a charts / charts
  - ◊ a book/book
2. Ask students to write the correct option in their notebooks.
3. Speak out each option one by one and ask students to raise their hands for the correct answer.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and find 10 nouns that take an 'a' or 'an'.
2. Share the findings in the upcoming class.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

**51****WRITING NUMBERS 1 – 10****STUDENT LEARNING OUTCOMES**

- Write numbers from 1 to 10 in words.

**INFORMATION FOR TEACHERS**

1. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.

**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing board, pictures of different objects with numbers from 1-10 in words.

**INTRODUCTION**

| 5 MINUTES

**The teacher will:**

1. Begin the class by saying “Assalam-o-Alaikum/Good morning” to the students and the students will answer the greeting by saying “Good morning”. Ensure that the students respond to the greeting.
2. Ask the students how many legs a dog, cat etc. has?
3. Ask how many eyes do you have?

**DEVELOPMENT**

| 20 MINUTES

**Activity 1:****20 Minutes****The teacher will:**

1. Write numbers from 1 to 10 in words (To be started when students learn one syllable words).
2. Show a chart having 1-10 objects with numbers in words.
3. Ask the students to count the objects and help them read the number in words.
4. Ask the students to copy the numbers in words.
5. Ask the students to learn the spelling and write the numbers in words.
6. Show pictures with different number of objects; ask students to write correct numbers in words.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt writing numbers 1-10 in words.



## ASSESSMENT

5 MINUTES

Ask the students following questions orally:

1. How many fingers do you have in one hand?
2. How many fingers do you have in both the hands?



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Write the numbers 1-10 in words in your notebooks.
2. Throughout the year, continuously ask the students to count different objects in classroom.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

## WRITING DATES, CAPTIONS, GETTING INFORMATION FROM A TABLE (CALENDAR)



### STUDENT LEARNING OUTCOMES

- Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc.

### INFORMATION FOR TEACHERS

1. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
2. Make maximum use of toy boxes, food labels and wrappers while teaching the lesson..



### DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



### MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects, toy boxes, food labels and wrappers.



### INTRODUCTION

| 5 MINUTES

#### The teacher will:

1. Bring yourself or ask the students to bring food labels, toy boxes, advertisements, wrappers, etc.



### DEVELOPMENT

| 20 MINUTES

#### Activity 1:

**20 Minutes**

#### The teacher will:

1. Give the students food labels, for example, a packet of juice or packet of sweets. Ask the students to try and read the words they already know. If they do not know, help them read it.
2. Arrange a competition as who will read maximum number of words on the food labels. This activity will encourage the students to read day-to-day material found around them.
3. Ask the students to follow above given procedure by reading toy boxes, advertisements, etc. (Tell them to read words on different things when they go to the market).
4. Show pictures of supermarket shelves, currency etc. ask them to read names of things.
5. Ask them to trace some names, draw and colour pictures.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to read few familiar words written on wrappers/boxes of edible items.



## ASSESSMENT

5 MINUTES

1. Display a few more wrappers/boxes of edible items and ask the students to guess the word written on them.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to copy words written on snacks / biscuit boxes / wrappers they like most on their notebooks.
2. Throughout the year, continuously ask the students to read names written on wrappers/boxes of edible items.

# 53

# ONE-SYLLABLE RHYMING WORDS



## STUDENT LEARNING OUTCOMES

- Identify one-syllable words that rhyme.

## INFORMATION FOR TEACHERS

- Syllable means a word or a part of a word that can be pronounced with one impulse from the voice e.g. ba-na-na (three syllables), pencil (two syllables), pen (one syllable), etc. More often each syllable has a single vowel sound.
- A syllable is a part of a word that contains sounds (phonemes) of a word. It usually has a vowel in it. A syllable is also called a 'beat' and teachers often teach children to identify syllables by clapping the 'beats' in words. Another way to describe a syllable is a 'mouthful' of a word.
- You can often find the syllables in a word if you notice when you open and close your mouth as you pronounce the word. Touch your chin as you say the word 'elephant'. How many times did your chin drop? You probably pronounced the syllables like this: 'e-lephant' and your chin would have dropped three times. Here are examples of syllables within words:
  - 'lake' – has one syllable
  - 'pa-per' – has two syllables
  - 'en-er-gy – has three syllables
  - 'cal-cu-la-tor' – has four syllables
  - 'comm-u-ni-ca-tion' – has five syllables
  - 'res-pon-si-bi-li-ty' – has six syllables
- When different words give similar ending sounds, they are called rhyming words, e.g., pen, ten, and hen..



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



## INTRODUCTION

| 5 MINUTES

- Write the following word on the writing board and pronounce it loudly.
  - bat
- Ask students to repeat the word after you loudly.
- Now break the word like this and pronounce it loudly.
  - b-at
- Then, tell students that the word bat has one syllable.
- Explain the concept of syllables to students (see information for teacher).
- Tell them to touch their chin to feel the syllables by the movement of the chin.
- Now write these words on the writing board:

- ◊ bat, see , cat , on , hat
8. Tell students to pronounce these words loudly and identify words that are giving similar ending sounds.
  9. Take responses from some students.
  10. Now explain to students that when different words give similar ending sounds, they are called rhyming words.



## DEVELOPMENT

23 MINUTES

### Activity 1:

**13 Minutes**

1. Read the following poem and help students identify the rhyming words i.e. rat, fat, cat, etc.

**Once there was a rat  
The rat was very fat.  
Fat rat lived in my brother's hat,  
My brother did not like that.  
He called a black cat,  
To scare the rat.  
Fat rat saw the black cat,  
He was very afraid of that.  
The fat rat left the hat,  
My brother was very happy about that.**

2. Ask students to repeat the words that rhyme.

### Activity 2:

**10 Minutes**

1. Write the following words on the writing board:  
**cat , sell , cow , wing , well , sat , now , sing , fall , how , tall , tell , king , ball , bat**
2. Divide the class into pairs.
3. Tell them that there are different one-syllable rhyming words in the given list.
4. Tell pairs to pronounce each word aloud and to find its rhyming word. List the rhyming words formed on a piece of paper.
5. Tell pairs to exchange their work with another pair.
6. Invite 3 – 4 pairs to come up and pronounce the rhyming words. Other students will listen and give their feedback by showing thumbs up on correct rhyming and thumbs down on incorrect rhyming.



## CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. One syllable word involves one pulse of the voice.
2. When the words have the same ending sounds they are called rhyming words.



## ASSESSMENT

5 MINUTES

1. Tell students to recall the rhyming words they have learnt in this lesson.
2. Invite a few students randomly to say these words.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to go through their textbooks and find out ten one-syllable rhyming words.
2. Tell them to share their work in the upcoming class.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**6**

**54****USE OF 'AM', 'IS', AND 'ARE'****STUDENT LEARNING OUTCOMES**

- Use 'am', 'is', 'are' in short sentences to identify and describe a person, place, and things e.g., I am.

**INFORMATION FOR TEACHERS**

1. Use real-life examples and situations to teach this concept.
2. For a person, you can refer to yourself and a student.
3. For place, you can refer to different places in the school and around.
4. For things, you can refer to different objects in the classroom.
5. Involve students in the process of making sentences with 'am', 'is', and 'are'.
6. Refer to relevant units/exercises in the textbook..

**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, chart, textbook, etc.

**INTRODUCTION**

| 5 MINUTES

1. Ask the following questions from students. Use body language/ gestures as well. i.e., point towards the object/ person/ place you are talking about:
  - ◊ Who am I?  
**Expected Answer:** "Teacher" or "You are a teacher.", or "You are sir/madam."
2. Now say this sentence: "Yes, I am a teacher."
3. Next, invite a student to come up, point towards the student, and ask the class:
  - ◊ Who is he/ she?  
**Expected Answer:** Student or his/her name.
4. Now say this sentence: "Yes, He/she is a student." or He/ She is [name of the student]."
5. Now point towards the chairs and ask this question?
  - ◊ What are those?  
**Expected Answer:** Chairs.
6. Now say this sentence: "Yes, those are chairs."
7. Tell students that they are going to practice using is, are, and am in short sentences.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Make a chart of the following worksheet and ask students to match the correct columns.

Columns A	Column B
It is a pencil.	
He is a teacher.	
They are students.	
These are chairs.	
This is a classroom.	
This is a writing board.	
This is a picture of Quaid-e-Azam.	

2. Paste the chart on the front wall of the classroom.
3. Ask students to work with a partner to match the sentence with the correct pictures.
4. Review the answers with the whole class.

**Note:** If printout or drawing is not possible, cut pictures from newspapers, magazines and paste them on the chart.

**Activity 2:****10 Minutes**

1. Make 4 sets of flashcards of the following words. Each set will consist of the following words.
  - ◊ Is, are, am (03 each)
  - ◊ He, it, I, they, those, this (02 each)
  - ◊ Doctor, students, book, boy, chairs (01 each)
  - ◊ a, an (5 each)
2. Divide the class into four groups and assign group leaders.
3. Provide them flashcards.
4. Tell students to use these flashcards and make as many short sentences as they can make.  
He + is + a + boy.
5. Next, invite each group leader to come up and present their sentences to the whole class.

**CONCLUSION / SUM UP**

| 3 MINUTES

6. Conclude the lesson by reviewing the following table with the whole class:

am	Used with 'I' e.g., "I am a teacher." Or "I am reading a book."
is	Used with singular nouns/ pronouns e.g., "Ali is a brave boy." Or "This is a car." Or "She is writing." Or "Peshawar is our city."
are	Used with plural nouns/ pronouns e.g., "The streets are busy." Or "Birds are flying" or "Those are tables." Or "They are playing."

**ASSESSMENT**

| 5 MINUTES

1. Ask the following questions from the whole class. Point towards the objects/ persons referred to in the questions:
  - ◊ What is this?
  - ◊ What are those?
  - ◊ Who is he?
2. Students might answer like: This is a book. Those are fans, etc.
3. Ask questions from as many students as possible.

**HOMEWORK / FOLLOW UP**

| 2 MINUTES

1. Give students the following words to make sentences by using is, are, and am as a home assignment:  
**computer, car, brother, gate, keys, doors, toy, bicycles, balls, notebook.**
2. Tell students to take help from their parents or siblings when needed.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 55

# DESCRIBING WORDS



## STUDENT LEARNING OUTCOMES

- Use some describing words showing size.

## INFORMATION FOR TEACHERS

1. Describing words are those words that are used to describe any characteristic, quality, aspect, size, colour, etc. of a thing, person, or place like big, small, sunny, rainy, open, close, hot, cold, long, sort, empty, full, etc.
2. Describing words may be chosen from the school/home environment.
3. Use the textbook whenever required to give examples..



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, charts, English textbook for Grade-1, English dictionary, worksheet, etc.



## INTRODUCTION

| 5 MINUTES

1. Show two books to students, one English dictionary and the other, a Grade-1 English textbook.
2. Ask students which book is heavy. Dictionary or Grade-1 English book? (Possible response: English dictionary).
3. Now ask students: Which book is light? (Possible response is Grade-1 English book)
4. Tell students that the words “heavy” and “light” describe a certain quality of the books and these words are called describing words.
5. Next, draw a small box and a big box on the board. Ask students to talk about their size, i.e., big and small.



## DEVELOPMENT

| 20 MINUTES

### Activity 1: 10 Minutes

1. Ask a student to stand in front of the class.
2. Now, ask another student to loudly tell the colour of his/her hair to class fellows (possible response may be black or brown).
3. Point to a tall and a short tree in the school and ask students to talk about their sizes.
4. Next, review the definition of adjectives with students. Say, “Adjectives are words that describe nouns.”
5. Ask, “Do you remember what a noun is?”

6. Allow a few students to respond, and say, "Yes! Nouns are words for people, places, or things."
7. Tell students that adjectives usually come before the nouns they describe. Write the following examples on the board:
  - ◊ Tall man
  - ◊ Round ball
  - ◊ Funny boy
  - ◊ Cute kitten
  - ◊ Tiny ladybug
8. Tell students that all of the underlined words are adjectives! Adjectives can describe people, places, or things.
9. Next, ask students to work in pairs and look at the examples written on the board to find out the adjectives that describe the 'size' of the noun.
10. Give them a couple of minutes for this. If nobody can respond, review the answers with the whole class so that everyone understands (tall, and tiny). Give a few more examples of adjectives that describe size.
11. Now, review the concept of adjectives with the help of the following song (sing it with students or play on a device. This song is available on Kathleen Wiley's English: Sing Your Way to Easy Learning)

**An ADJECTIVE describes a noun  
 An ADJECTIVE describes a noun  
 An ADJECTIVE describes a noun  
 Let's see what we can do now...**

**Let's take dog...  
 It's a PRETTY dog..  
 CLEAN dog, a DIRTY dog...  
 MEAN dog and NICE dog..  
 LONG, TALL, SHORT, FAT, SKINNY dog.**

**An ADJECTIVE describes a noun  
 An ADJECTIVE describes a noun  
 An ADJECTIVE describes a noun  
 Let's see what we can do now...**

**Let's take swing..  
 It's a SAFE swing..  
 HIGH swing... UNSAFE swing.  
 LOW swing...and a ROPE swing..  
 CHAIN swing, WOOD swing..STICKY swing...**

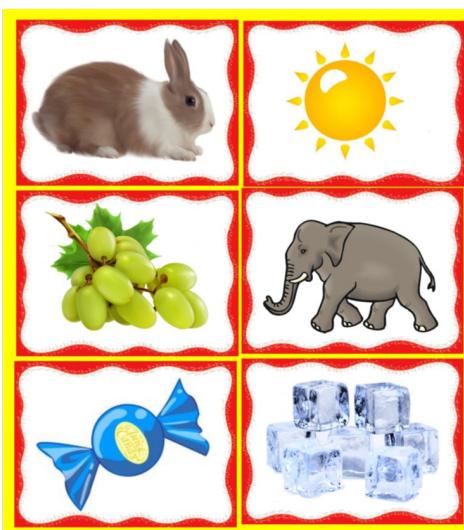
**An ADJECTIVE describes a noun  
 An ADJECTIVE describes a noun  
 An ADJECTIVE describes a noun  
 Let's see what we can do now...**

**Let's take boy...  
 He's a FINE boy  
 SWEET girl...  
 A KIND girl...  
 A HAPPY family we see  
 TRUSTING, LOYAL family.**

**An ADJECTIVE describes a noun  
 An ADJECTIVE describes a noun  
 An ADJECTIVE describes a noun  
 BIG, SMALL, TINY, FUZZY nouns.**

**Activity 2:****10 Minutes**

1. Display the following chart on the board:



2. Ask students to name the things shown in the pictures.
3. Don't discourage them if they name the pictures in Urdu or the local language.
4. Now, ask students which animal is big? (Correct response is: elephant).
5. Ask students which animal is small? (Correct response is: rabbit).
6. Ask students which object is hot? (Correct response is: the sun).
7. Ask students which object is sweet? (Correct response is: candy/toffee).
8. Ask students which object is sour? (Correct response is grapes).
9. Ask students which object is cold? (Correct response is ice).
10. Keep on noting their responses on board.
11. Tell students these words are called describing words or adjectives.

**CONCLUSION / SUM UP**

3 MINUTES

1. Tell students that today we have learnt about describing words, which are words used to describe a person, thing, or place and are also called adjectives.

**ASSESSMENT**

5 MINUTES

1. Ask students to identify the related nouns in the classroom or from their textbooks for the following describing words:  
**big, small, tall, short, thin, thick, large, little, tiny**

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to copy the describing words used in the textbook activity.
2. Prepare a list of commonly used describing words on a chart and hang it in the classroom.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

**56****ITEM OF SIMILAR CATEGORY****STUDENT LEARNING OUTCOMES**

- List items of similar category from given text.

**INFORMATION FOR TEACHERS**

1. List items on the basis of their characteristics/ features (state, identity, class or behavior) like, stationery, fruits, vegetables, furniture etc.
2. While teaching the lesson, the teacher should also consult textbook at all steps where and when required..

**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Chart, pictures of fruits and vegetables / Writing board.

**INTRODUCTION**

| 5 MINUTES

**The teacher will:**

1. Begin the class by greeting with “Good morning” to the students and the students will answer the greeting by saying “Good morning”. Ensure that the students respond to the greeting properly.
2. Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”
3. Write the words banana, apple, mango, grapes and guava on the board and read the words. The teacher will say the words and will ask the students to repeat the word. Invite few students to repeat.
4. Tell the students that all these words belong to the same family/category i.e. fruit category.
5. Tell the students that we come across different things in our daily life. For example, we use different fruits and vegetables. Today we are going to learn sorting items into categories based on how they are the same.

**DEVELOPMENT**

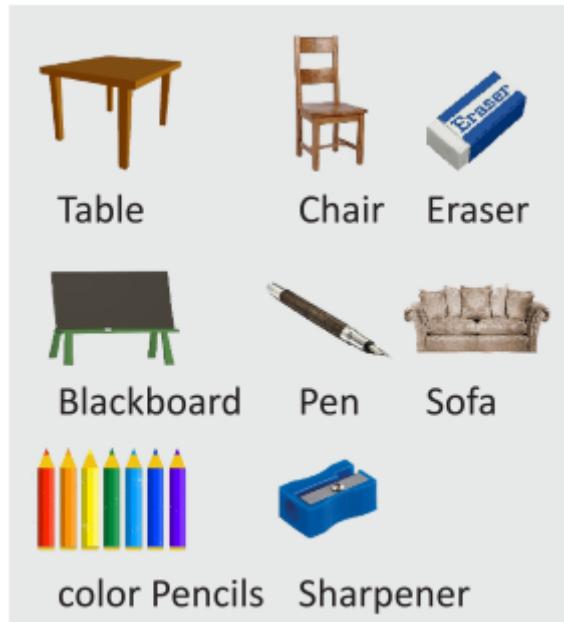
| 20 MINUTES

**Activity 1:****10 Minutes****The teacher will:**

1. Display the chart of different items on the board and ask the students to identify them.
2. Ask the students one by one to tell the items of furniture. On correct answer the teacher

will tick the item on the chart.

3. Repeat the same process for stationery items and will ask the students to identify the stationery items one by one. On correct answer the teacher will tick the item on the chart.
4. Tell the students that there are two categories of items. In category 1 furniture items (table, chair, black board, sofa) and in category 2 stationery items (eraser, pen, color pencil, sharpener).



Furniture	Stationery

### Activity 2: 10 Minutes

The teacher will:

1. Display the following chart on the writing board.
2. Ask the students to come one by one to the writing board and tick one of the fruit items from the chart.
3. Now ask the students to come one by one and identify one of the vegetable item on the chart.
4. Tell the students that the vegetable items which are ticked on the chart are: tomato, onion, turnip, brinjal, carrots and potato.
5. Also tell the students the fruit items which are ticked on the chart are: apple, banana, grapes, mango, water melon and strawberry.

Apple سیب	Onion پیاز	Grapes انگور
Tomato ٹماٹر	Banana کیلہ	Turnips شنجوں
Carrots گارڈن	Potatoes آلو	Water Melon تریوڑ
Mango آم	Brinjal بیگن	Strawberry اسٹریوہری



### CONCLUSION / SUM UP

| 3 MINUTES

1. Tell the students that today, we have learnt how to list different categories of objects.



## ASSESSMENT

5 MINUTES

1. Ask some of the volunteer students to tell names of two items of similar category (vehicles / utensils / foods etc.)



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write names of five different vehicles in their notebooks.
2. Throughout the year, continuously ask the students to go and touch items of similar category that has been displayed in the class. Allow them to get excited, run around looking for the word.

# ORAL COMMUNICATION (PARTICIPATION AND TURN-TAKING)



## STUDENT LEARNING OUTCOMES

- Demonstrate the use of common conventions and dynamics of oral interaction in a group to participate in a conversation and to take turns.

## INFORMATION FOR TEACHERS

- Involve students in active communication.
- Make them realize they should wait for their turn when speaking.
- They should wait until another person has spoken.
- Engage students in discussions and dialogues.
- While teaching the lesson, also consult the textbook at all steps..



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



## INTRODUCTION

5 MINUTES

- Ask the following question from students:  
**What is your name?** (Several students are likely to answer at once and at a time.)
- Now, tell students that if you want to answer someone or want to be a part of a conversation, wait for your turn to answer.
- In the classroom, they should raise their hands and wait for their turn to speak.
- Also, tell them that taking turns in conversation helps the conversation to go on smoothly and everyone can understand what others are saying.
- Similarly, it is important to participate in a conversation or discussion to express your opinion or share your ideas.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

- Make two groups of students and select a group leader in each group.
- Give the following discussion starters to the group leader:
  - Assalam-o-Alaikum, I live in Peshawar, where do you live?
  - I like to play cricket. Which sports do you like?
  - I love to eat rice. What food do you like?
- The group leader will ask the given questions from the group. Instruct the group leaders

secretly as follows:

- ◊ Group A: Tell your members to answer questions at once and at a time – without taking turns.
  - ◊ Group B: Tell your members to first raise their hands and then answer the questions at their turns.
4. Instruct the whole class that they will observe the conversation of both groups and notice any difference in the way they talk.

#### Activity 2:

10 Minutes

5. Divide the class into four groups.
6. Select a group leader in each group and ask them to start a conversation about the assigned topic.
7. Give them the following topics:
  - ◊ Best things about our school
  - ◊ The problems in our village/ town/ city
  - ◊ TV is good or bad
  - ◊ The best places in our village/ town/ city
8. Move around and observe the conversation/ discussion in different groups.
9. Observe passive students and engage them in the discussion.
10. Keep reinforcing that students should take turns during a conversation by raising hands.



#### CONCLUSION / SUM UP

3 MINUTES

Conclude the lesson by telling students that:

1. We should take turns while interacting and participating in active conversation.
2. The benefit of turn-taking is that it will keep the conversation smooth and understandable.



#### ASSESSMENT

5 MINUTES

1. Assess students through their performance in the previous activities.



#### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to practice turn-taking in their conversations at their homes.
2. Tell them that they will be observed in upcoming classes' about turn-taking in their conversation.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

**58****WRITING DATES, CAPTIONS, GETTING INFORMATION FROM A TABLE****STUDENT LEARNING OUTCOMES**

- Arrange a list of words in alphabetical order.

**INFORMATION FOR TEACHERS**

1. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
2. Ensure that students have learnt numbers from one to thirty (in words).
3. While teaching the lesson, the teacher should also consult the textbook at all steps..

**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing board, charts with different activities, flashcards, texts for more practice.

**INTRODUCTION**

| 5 MINUTES

**The teacher will:**

1. Bring cut-outs of letters a, b, c, d to class. Line them up in their correct sequence.
2. Then mix them up and ask students' to help in putting them back in order

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

#### The teacher will:

1. Explain to the students how to organise words using the natural sequence of the letters of the alphabets. Revise the alphabet orally and provide chart/list of the alphabet for recap.
2. Write a list of words that are in the students' reading and writing vocabulary on the blackboard and ask them to arrange the list in alphabetical order. The list may be: cake, desk, apple, fan, bat, egg.
3. Ask the students to look at the first letter of every word, circle it and write it on a side of the worksheet e.g. c, d, a, f, b, e.
4. Help the students to see which letter comes first, second and so on in the alphabet list.
5. Using this cue, the students may come to the blackboard and write the words using the alphabetical order; apple, bat, cake, desk, egg, fan. (With one student writing one word only) Practice this activity a couple of times with each student using the blackboard.
6. Give similar practice on worksheets / notebooks.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to arrange list of words in alphabetical order.



## ASSESSMENT

5 MINUTES

1. Ask orally which word comes first, cake or desk, apple or ball, cat or bat.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to write names of their close friends in alphabetical order.
2. Throughout the year, continuously ask the students to arrange classroom article in alphabetical order.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 59

# BRAINSTORMING



## STUDENT LEARNING OUTCOMES

- Brainstorm to gather ideas for various activities/tasks.

## INFORMATION FOR TEACHERS

1. Brainstorming is an important technique to gather ideas.
2. Help students to brainstorm by engaging them in activities using real-life situations.
3. Give students practice in brainstorming ideas and then listing those ideas in mind maps, lists, and spider diagrams, etc., from time to time during various lessons.
4. Tell students to be creative and generate as many ideas as possible.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



## INTRODUCTION

| 5 MINUTES

1. Bring a toothbrush in the classroom and show it to the students and ask the following question:
  - ◊ What is this?  
**Expected answer:** Toothbrush.
2. Now ask this question:
  - ◊ Why do we use a toothbrush?  
**Expected answer:** To clean our teeth.
3. Ask the students to discuss in pairs and think of some alternate uses of a toothbrush.
4. Draw a spider diagram on the writing board. (Make a large circle in the centre and small circles with branches around the large circle).
5. Take responses from the students and add them to the spider diagram.
6. Share with students that they are going to think and generate ideas for “Planning for a picnic” in the upcoming activities.



## DEVELOPMENT

23 MINUTES

### Activity 1:

13 Minutes

1. Divide the class into small groups, depending upon the class size.
2. Select a group leader for each group.
3. Tell students that they are going to plan for a picnic.
4. Each group will make their own plan using the following guiding questions (written on the board):
  - ◊ Where should we go for a picnic? Why that place?
  - ◊ How will we get there? (in a bus, train, etc)
  - ◊ How will we arrange food? What will we eat?
  - ◊ What activities will we do there?
  - ◊ What time should we leave? What time should we come back?
5. Give students a quick and brief explanation of these questions.
6. Tell students to make a list of their ideas to share with the whole class later.
7. As the groups work, move around and provide guidance and feedback when and where required.

### Activity 2:

10 Minutes

1. Tell students to stay in the same groups.
2. Tell them that they are going to decorate their classroom next week to make it more beautiful.
3. Ask the groups to think of as many ideas as possible to decorate their classroom beautifully.
4. If a group is struggling, help them by giving a few clues, e.g., display student drawings of the Pakistani flag, map of Pakistan, eid cards, etc; bring a few indoor plants for the classroom, paint the walls, etc.
5. Once the groups have completed the task, invite the representatives from each group one by one to share their ideas with the whole class.
6. List the ideas that can be implemented. Ask students to brainstorm a day and time to decorate their classroom. Also, brainstorm who will do what.
7. Announce the finalized plan and tell students to prepare for it during this week.
8. Appreciate them for great ideas!



## CONCLUSION / SUM UP

2 MINUTES

Conclude the lesson by telling the students that:

1. We brainstorm to gather ideas about different tasks and activities.
2. We can list our ideas to organise them later.
3. Brainstorming helps us create and generate ideas when we want to write on a topic.
4. Tell students to use this technique as the first step of their writing tasks.



## ASSESSMENT

3 MINUTES

1. Tell students to individually think of ideas on how they will spend if they have Rs.500? Ask them to list at least 4 – 5 ideas.
2. Randomly ask a few students to share their ideas with the whole class.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Tell students to plan a birthday party. Ask them to do the following as a home assignment:
  - ◊ List ideas
  - ◊ Write a few simple sentences to describe their plan
2. Ask students to work with their family members to brainstorm for an upcoming family event (e.g., a wedding, a birthday, Eid, or a picnic, etc), list the ideas, and then organise them.
3. Share the list in the next class.
4. Assign students to do the relevant activities/exercises from their textbook as homework.

**60****PARTS OF THE BODY****STUDENT LEARNING OUTCOMES**

- Recognise the different categories of some parts of the body.

**INFORMATION FOR TEACHERS**

1. The human body is a gift of Allah, make students aware of this blessing from Allah.
2. Demonstrate parts of the body by practically involving students.
3. Make students practice at least 10 parts of the body.
4. Focus more on practical demonstration.
5. Involve students in pair and group work.
6. While teaching the lesson, the teacher should also consult the textbook at all steps..

**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Chalks/markers, writing board, duster, textbook, etc.

**INTRODUCTION**

| 5 MINUTES

1. Either sing or play the following nursery rhyme and ask students to listen and observe. Use gestures and touch each part of the body mentioned in the song.  
Head, shoulders, knees, and toes  
Knees and toes  
Head, shoulders, knees, and toes  
Knees and toes  
And eyes, and ears, and mouth, and nose  
Head, shoulders, knees, and toes  
Knees and toes
2. Now, sing the rhyme again with gestures and ask students to copy you. Repeat it twice or thrice.
3. Next, invite 2 – 3 students randomly to come up, sing and act individually.
4. Explain to the students the importance of parts of the body and tell them that today they are going to learn about parts of the body.

**DEVELOPMENT**

| 24 MINUTES

**Activity 1:****10 Minutes**

1. This game is a ‘Simon Says’ type game but uses the word ‘please’ instead of ‘Simon says’.
2. Ask all students to stand up.

- Before playing the game, practice following the instructions.
- Tell students to listen to your instructions and do as you say. For example, you might say ‘Touch your nose.’ and the students should touch their nose with their finger.
- Practice a few more times until the students can easily follow your instructions.
- Now, tell students to do as you say only if you say the word ‘please’. i.e., ‘Touch your nose, please.’, ‘Touch your head, please.’, etc. If you don’t say the word ‘please’ and a student still does the action, then that student loses the game.
- Play it for the following parts of the body:
  - shoulders, knees, toes, eyes, ears, mouth, nose
- Appreciate students for their active participation in the activity.

### **Activity 2:**

**14 Minutes**

- Draw a simple sketch/diagram of the human body. Focus on the following body parts: shoulders, knees, toes, eyes, ears, mouth.
- Write the following missing information statements on the side of the writing board:
  - Number of eyes -----
  - Number ears -----
  - Number of knees-----
  - Number of shoulders-----
  - Number of mouths -----
- Divide the class into pairs.
- Tell students to first observe the parts of the body sketch on the writing board. Then try to find missing information for given statements, written on the side of the board i.e.
  - Number of eyes: 2.
- Now, tell students to turn to a partner and share their answers with each other. Give them 05 minutes.
- After the sharing and discussion invite a few pairs randomly to come up and share their answers with the whole class.



### **CONCLUSION / SUM UP**

**2 MINUTES**

Conclude the lesson by telling students that:

- Our parts of the body are a gift from Allah. We should take care of them and keep our bodies healthy and clean.
- We should know the names of parts of the body.



### **ASSESSMENT**

**2 MINUTES**

- Tell students that you are going to touch different parts of the body and they should say the name of that part of the body.
- Next, tell them that now you will touch a certain part of the body and say its name; if you say the correct name, all students will clap. If you say the wrong name for it, all students will wave their left hand.



### **HOMEWORK / FOLLOW UP**

**2 MINUTES**

- Tell students to find and practice 5 more parts of the body at their homes. They can take help from their parents.
- Draw and label the parts of the body and share them in the upcoming class.
- Assign students to do the relevant activities/ exercises from their textbook as homework..

**61****SENTENCES WITH CAPITALISATION / PUNCTUATION****STUDENT LEARNING OUTCOMES**

- Apply capitalisation to the initial letter of the first word of a sentence.

**INFORMATION FOR TEACHERS**

1. Sentence has some rules of punctuation and construction. Talk about them briefly. Write a sentence on the board containing mistakes. Correct it by defining each sentence structure point clearly and loudly.
2. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
3. Build on new activities that students have already learnt.
4. While teaching the lesson, the teacher should also consult the textbook at all steps..

**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing board, chalk/marker, textbook and cluster.

**INTRODUCTION**

| 5 MINUTES

**The teacher will:**

1. Tell students it is important to write legibly for conveying a message.
2. There are certain rules which should be followed to convey our writing message to others

**DEVELOPMENT**

| 20 MINUTES

**Activity 1:****10 Minutes****The teacher will:**

1. Introduce the activity by writing few simple sentences learnt earlier e.g.
  - ◊ i am a boy
  - ◊ you are a teacher
2. Write few simple questions on the board:
  - ◊ do you like ice-cream
  - ◊ are you feeling bored
  - ◊ how are you
3. Invite few students to identify mistakes in the sentences.
4. Most of the students will point out capitalization mistakes.

5. After getting students' input, display punctuation marks flash cards for:
  - ◊ Questions mark (?)
  - ◊ Period / full stop (.)
6. Now explain students besides capitalization, we have to use certain signs, called punctuation marks for writing correct sentences.
7. Ask them to insert (?) or (.) at the end of above written sentences.
8. Finally explain them that (?) mark is placed at the end of sentences asking for some information and (.) is placed at the end of sentences giving information.
9. Provide feedback by putting (?) or (.) correctly to the above written sentences.

### **Activity 2:**

**10 Minutes**

**The teacher will:**

1. Read three (3) sentences to the students, stressing on how we stop when we reach to the end of one sentence, take a breath and then go on to the next one.
2. Tell them that we show this stop and breathe by putting a little dot (.) called full stop.
3. Provide sentences with correct capitalization of first letter of the sentence and a full stop at the end for students to see.
4. Write sentences on the board without capitalizing the first letter of the sentence and a full stop at its end.
5. Ask the students to capitalize first letter of the sentence and put a full stop at the end.
6. Ask the students to read the text observing spaces, capitalization, punctuation and spellings.
7. Write some more sentences on the board without capitalizing and without full stops.
8. Ask the students to copy these on their notebooks, using the capital letter at the beginning and adding the full stop at the end.



### **CONCLUSION / SUM UP**

**2 MINUTES**

1. We have learnt to insert punctuation marks (?) and (.) at the end of sentences and certain words to be written with capital letters.



### **ASSESSMENT**

**5 MINUTES**

1. Ask students orally what sign is placed at the end of sentences asking for information.
2. Which words are capitalized in a sentence?



### **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Ask students to insert (?) or (.) at end of given simple sentences.
2. Write short sentences in student's notebook, leaving one line empty after each sentence where students copy the sentence adding the full stop (.) and question mark (?) at the end of each sentence.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

## WRITING DATES, CAPTIONS, GETTING INFORMATION FROM A TABLE (CALENDAR)



### STUDENT LEARNING OUTCOMES

- Write dates and captions on top of the page.

### INFORMATION FOR TEACHERS

- While teaching the lesson, the teacher should also consult the textbook at all steps where and when required.
- Make maximum use of calendar while teaching the lesson.
- Ensure that students have learnt numbers from one to thirty (in words)..



**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD**



**MATERIALS / RESOURCES REQUIRED**

- Writing board, charts with different activities, flashcards, texts for more practice. A large copy of a calendar (preferably updated).



**INTRODUCTION**

| 5 MINUTES

**The teacher will:**

- Tell students it is important to do our work in time. Calendar is helpful in scheduling our activities. We can also remember important events, using dates given on a calendar.



**DEVELOPMENT**

| 20 MINUTES

**Activity 1:**

**20 Minutes**

**The teacher will:**

- Display an enlarged calendar on the writing board.

## 2019 CALENDAR

JANUARY 2019							FEBRUARY 2019							MARCH 2019							APRIL 2019																																									
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat																																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28																																			
29	30	31					3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24																																		
25	26	27	28	29	30	31	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																																			
31							17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6																																			
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							29	30	31					25	26	27	28	29	30	31					6	7	8	9	10																																	
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												29	30	31			16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1

- Point to the days and date on the calendar and ask students, what is the date today?

JANUARY 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Note their responses on the board.
- Now point to correct square on the calendar, ask them what date is it?

JANUARY 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Write the current date on the board.
- Ask student to copy the days and date on the top of their notebooks page.
- Tell the students, since the topic we are learning today is “calendar” so write it below the date on your notebooks.



## CONCLUSION / SUM UP

3 MINUTES

- Teacher will tell students, today you learn how to write day, date and topic on the notebook page.



## ASSESSMENT

5 MINUTES

### Ask orally:

- Name the first month of the year.
- Tell few months ending in letter “r”.
- What is the date tomorrow?



## HOMEWORK / FOLLOW UP

2 MINUTES

- Ask students to prepare greeting cards for each other.
- Ask orally:
  - What is the date today?
  - Ask about any festival starting in near future.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

# 63

# MISSING INFORMATION



## STUDENT LEARNING OUTCOMES

- Fill in missing information to complete simple sentences.

## INFORMATION FOR TEACHERS

- Use worksheets and practice exercises to help students find out the missing information.
- Use pair and group work for this practice.
- Guide and give feedback to students when and where necessary.
- While teaching the lesson, the teacher should also consult the textbook at all steps...



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Chalks/markers, writing board, duster, textbook, etc.



## INTRODUCTION

| 5 MINUTES

- Write the following text on the writing board:

**Today is Sunday.**

**Tomorrow will be \_\_\_\_\_.**

**It was \_\_\_\_\_ yesterday.**

- Ask students to read the text and think about the missing information in the blanks.
- Now, ask students to turn to a partner and share their answers about missing information.
- Ask 2 – 3 students to share their answers with the whole class.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

- Write the following piece of text on the writing board:

Ali has a pet. His pet is a fat cat. The fat cat catches rats. Rats are afraid of the fat cat. So when they see the cat, they quickly run away from the house.

- Divide the class into pairs.
- Tell the pairs to read the text and fill in the missing information in blanks as given below:
  - Ali has a -----.(pet, pat)
  - Cat is -----.(fit, fat)
  - Cat catches -----.(rats, cats)
  - Rats are -----.(afraid, cats)

- Now, invite pairs randomly to come up and share their work with the class.

### Activity 2:

**10 Minutes**

- Write the following short paragraph on the writing board:

**My partner's name is \_\_\_\_\_ He/ She lives in \_\_\_\_\_  
He/she studies in class \_\_\_\_\_. He/ She has \_\_\_\_\_ brother(s)  
and \_\_\_\_\_ sister(s). He/ She likes to play \_\_\_\_\_.**

- Divide the class into pairs. Ask partners to interview each other and fill in the missing information about their partner.
- Guide and give feedback when and where needed.
- After completion invite some students randomly to come up and share their work with the class.



### CONCLUSION / SUM UP

**3 MINUTES**

- Review the key points of the lesson with the class.
- Tell students that in order to fill in the missing information in a simple sentence, guessing the type of the word missing can help, e.g., in the sentence "I eat .....", the missing word is a noun. So, you can think of a noun to complete the sentence, i.e., an apple/ apples, rice, ice cream, etc.



### ASSESSMENT

**5 MINUTES**

- Write the following worksheet on the writing board.
- Ask students to fill choose the correct words from the word bank to complete the sentences.

**four, seven, twelve, thirty, 365**

- ◊ A week has \_\_\_\_\_ days.
- ◊ A year has \_\_\_\_\_ days.
- ◊ A year has \_\_\_\_\_ months.
- ◊ A month has \_\_\_\_\_ days.
- ◊ A car has \_\_\_\_\_ tyres.



### HOMEWORK / FOLLOW UP

**2 MINUTES**

- Tell students to fill in the missing information in the following table at home after consulting their parents.
- Assign students to do the relevant activities/ exercises from their textbook as homework.

#### **Our Routine Menu at Home**

Monday	We often cook _____ on Mondays.
Tuesday	On Tuesdays, we usually eat _____.
Wednesday	Our Wednesday dish is _____.
Thursday	Thursday is the day when we eat our favourite dish called _____.
Friday	On Friday _____.
Saturday	On Saturday _____.
Sunday	On Sunday, we _____.

**Month**

7

# STORY TIME



## STUDENT LEARNING OUTCOMES

- Interact with the text and use reading strategies (while reading) to follow a sequence in a simple procedure or a picture map.
- Show a series of action in a picture by writing actions verbs.

## INFORMATION FOR TEACHERS

1. Story telling should be an ongoing activity throughout the term.
2. Stories with illustrations are best understood and help a lot in inculcating the factual information.
3. Top to bottom technique should be incorporated.
4. Stories might have liked and disliked factors for some reasons. This element can generate discussion among students.
5. Reading aloud a story develops listening and reading skills. Model reading is an initiation on the part of teacher.
6. Highlighting the characters of a story facilitates in understanding of its theme and moral which plays a vital role in mental and moral growth of students.
7. While teaching the story, the teacher should also use textbook where and when necessary.



## DURATION / NO OF PERIODS: 35 MIN/ 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Charts, crayons, marker, pencils, scissors, available props, stuffed toys, cut outs of the story etc.



## INTRODUCTION

| 5 MINUTES

### The teacher will:

1. Tell the students that we learnt how to read a story. Today, we are going to learn how to listen attentively and perform the story effectively.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

### The teacher will:

1. Make students sit in a circle on the floor. Tell them they are going to listen to a story in English.
2. Show students the pictures and brainstorm, what the story is about, looking at the pictures.

3. Read the story once using intonation, stress and pronunciation and body language (with actions) pointing to pictures and introducing characters.
4. Ask the students to look at the pictures carefully and caption the pictures using action verbs thus showing a series of actions.

### The Lion and the Mouse

5. A lion was sleeping in a forest. A mouse started playing on it. The lion was disturbed and arose from his sleep. It caught up the mouse angrily and tried to crush it.
6. Then the mouse asked the lion to leave him off and assured that it would help him when it needed. The lion laughed at it and let him off.
7. One day the lion was caught in a net spread by a hunter. It roared and tried to escape but in vain. The mouse heard the lion's roaring and came there. It started cutting the net with its teeth. The lion escaped and thanked the mouse.



### Activity 2

**10 Minutes**

#### The teacher will:

1. Some of the students read/retell aloud the same story.
2. Ask the students to identify and name the characters in the story.
3. Ask two students from the class to come and perform role play voluntarily.
4. Assign the character of lion to one student and the character of mouse to the other student.
5. Instruct them to play the roles of lion and the mouse as presented in the story with movement and expression of their mutual communication.
6. Appreciate them after the role play.



### CONCLUSION / SUM UP

| 3 MINUTES

Tell the students that today we have learnt to:

1. Express their understanding of story through movement and expressions of communication.
2. Listen to a story attentively.
3. Read aloud a story.
4. Identify and name characters



## ASSESSMENT

5 MINUTES

1. Ask any other two students to come and repeat the role play.
2. Ask one student from the class to read aloud the story.



## HOMEWORK / FOLLOW UP

2 MINUTES

Ask the student to:

1. Take any small story and read it aloud.
2. Perform role play story with the help of your siblings.
3. Discuss the problem in the story.
4. Ask students to change endings.
5. Encourage students to bring their own dolls, stuffed toys and other toys to class one day and make stories using their own / each other's toys.
6. Encourage students to go home and narrate the same story to their friends and family. Ask them to come back and report how they liked the story.

**65****PRE-READING STRATEGIES  
(USING TITLE AND PICTURES)****STUDENT LEARNING OUTCOMES**

- Locate text/lesson by looking at the title and pictures.

**INFORMATION FOR TEACHERS**

- Students are usually familiar with the title and pictures of different books and magazines. Using this background knowledge, teachers can demonstrate with the help of different magazines and contents lists of different books to locate text and lesson.
- Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures, and diagrams to anticipate what will happen in the story, or what the text is about.
- While teaching, the teacher should also consult the textbook where and when needed..

**DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing board, marker, duster, textbook, and flashcards (having titles of different lessons) and pictures.

**INTRODUCTION**

| 5 MINUTES

- Write the following topic on the writing board:
  - My Kitty Cat
- Tell students that it is the title of a book. Ask them to guess what the is about.
- Get responses from a few students and summarise the correct responses (i.e., the book is about a pet cat).
- Next, show them the pictures on the cover page of a storybook and ask them to guess what the book is about.
- Tell students that today we are going to learn how to locate lessons/texts by looking at their titles and pictures.

**DEVELOPMENT**

| 20 MINUTES

**Activity 1:****10 Minutes**

- Ask students to look at the following picture and guess what the lesson may be about.



2. Tell them to think of a few words that describe the picture. Name the objects/ things shown in the picture. This will help them guess correctly. Elicit ‘fast food’ from students.
3. Help students to guess what the red sign over the food items shown in the picture means. Ask them if they have seen it anywhere in school, at restaurants, in the street signs, or at the bus station/ railway station/ airport. If nobody can respond to this, tell them it is called a ‘no’ sign’ or a **no** symbol. The **no** symbol is also called prohibition **sign**, **no sign**, circle-backslash symbol, nay, or universal **no**. It is used to communicate that something is not allowed at a place. It says “don’t do or use” a particular thing at a place, e.g., no parking, no entry, etc.
4. Allow students to share their responses with the whole class.
5. Tell them that identifying the keywords related to a picture can help to guess correctly what the related text may be about. For example, this picture shows the images of fast food items (a burger and a cold drink) with a ‘no’ sign on them.
6. Next, ask them to write a suitable title for the text that is based on this picture. Expected responses may be: Don’t eat fast food, Say NO to fast food, or fast food is not healthy, etc).

#### Activity 2:

**10 Minutes**

1. Divide the class into small groups according to the class size.
2. Ask each group to open the cover pages of different textbooks i.e., English, Urdu, Maths, and General Knowledge.
3. Ask students to work in groups and note how the pictures and titles on the cover pages relate to the contents of the books. Ask them to note down the keywords that describe the pictures and titles.
4. Then, ask them to read the titles of different units/ chapters within the books and note down the keywords. Discuss how they show what the lesson/ unit/ chapter is about.
5. Ask them to read the title of a lesson in the table of contents and locate it inside the book.
6. As the groups work, move around and provide support.
7. Once they have completed the task, allow 2 – 3 groups to share their work with the whole class.



#### CONCLUSION / SUM UP

3 MINUTES

1. Tell the students: we can easily locate lesson/text if we carefully observe pictures and read titles.
2. Every picture and title has certain keywords related to it; if we find those keywords, it can

help us guess correctly what the text/ lesson is about.



## ASSESSMENT

| 5 MINUTES

1. Draw a picture of a school, mosque, and house on the writing board.
2. Tell students that these pictures are from the title pages of three different lessons.
3. Ask students to guess what each lesson or text is about by looking at these pictures.



## HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Ask students to select a textbook other than English.
2. Look at its content pages or titles and pictures.
3. Ask them to locate a few lessons inside the book.
4. Assign students to do the relevant activities/ exercises from their textbook as homework.

# FULL STOP



## STUDENT LEARNING OUTCOMES

- Recognise and use a full stop at the end of a statement.

## INFORMATION FOR TEACHERS

1. Punctuation marks play a key role in written expression.
2. In order to understand the written expression correctly and to convey the message, the correct use of punctuation marks is essential.
3. The full stop is also a very important mark of punctuation.
4. A **full stop** (or period) is primarily used to mark the **end** of a sentence.
5. The **full stop** indicates that a point has been made and that you are about to move on to further explanations or a related point.
6. Learners may be acquainted with this mark in the beginning.
7. While teaching the lesson, also consult the textbook at all steps..



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, charts (having simple statements where a full stop is used), textbook, etc.



## INTRODUCTION

| 5 MINUTES

1. Write the following sentences on the writing board without a full stop at the end of each sentence:
  - ◊ This is a chair
  - ◊ That is a table
  - ◊ He is a boy
  - ◊ She is a girl
2. Ask a few students to guess what is missing in these sentences.
3. A few students may answer that the full stop is missing in these sentences.
4. Now, tell them that today we are going to practise using the full stop at the end of sentences.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

1. With the help of already prepared charts, teach students about the use of full stop:

- ◊ Amna is happy.
  - ◊ The cat is in the park.
  - ◊ Our classroom is clean.
  - ◊ Amjad is my class fellow.
  - ◊ She is writing in her notebook.
2. Help students recognize a statement and then use a full stop.
  3. Tell students while involving them that in each sentence we use a full stop at the end of a sentence.

### **Activity 2:**

**10 Minutes**

1. Divide the class in pairs.
2. Write the following paragraph on the writing board:

'Sara is a good girl she comes to school in time she always helps the weak students she works hard in her studies so she always gets the first position in her class'

3. Ask the pairs to use a full stop in the above paragraph where required.
4. As students are working in pairs, support them if needed.
5. Ask two or three pairs to present their work in front of the class, while explaining that where they have used a full stop.



### **CONCLUSION / SUM UP**

**2 MINUTES**

By concluding the lesson, tell the students that:

1. Use of full stop is necessary/essential and if we forget to use a full stop, it is very difficult to comprehend the complete sense of a sentence. The reader gets confused whether we have finished saying something or not yet.
2. The full stop marks the end of a sentence and conveys to the reader that a particular point has been made/ a message has been completed.



### **ASSESSMENT**

**5 MINUTES**

1. Write the following sentences on the board and ask students to use the full stop at appropriate places:

**I study in Government Primary School It is near my house I like it very much.**



### **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Ask students to write at least five sentences on 'My Introduction' while using the full stop at proper places. They can use the following guiding questions to write their sentences:
  - ◊ What is your name?
  - ◊ How old are you?
  - ◊ How many brother(s) and sister(s) do you have?
  - ◊ What is your favourite colour? etc.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 67

## STORY TIME



### STUDENT LEARNING OUTCOMES

- Listen to a story/fairy tale of a few sentences, read aloud by the teacher.
- Read aloud the same story/fairy tale themselves.

### INFORMATION FOR TEACHERS

1. Storytelling is a very interesting activity. It should be an ongoing activity for early grades throughout the year.
2. Stories with illustrations are best understood and help a lot in inculcating the information as well as the pleasure of reading.
3. Reading aloud a story develops listening and reading skills.
4. Model-reading is an initiative on the part of a teacher.
5. While teaching this lesson, consult the relevant storybook and the textbook where and when needed..



### DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



### MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, charts of a simple story, etc.



### INTRODUCTION

| 5 MINUTES

1. With exaggerated enthusiasm, expressions, and excitement, tell students that you are going to tell them a very interesting story.
2. Tell them they may have heard it already but NOT with this ending.
3. Choose a popular story (e.g. The Hare and the Tortoise), change its ending (i.e., in this version of the story, the hare doesn't sleep under the tree, and wins the race OR the tortoise wakes up the hare before reaching the finish line and asks him to come and cross the finish line together).
4. Use a few prediction questions while telling the story – especially before telling the new ending!
5. Enjoy the expressions of surprise on the children's faces!



### DEVELOPMENT

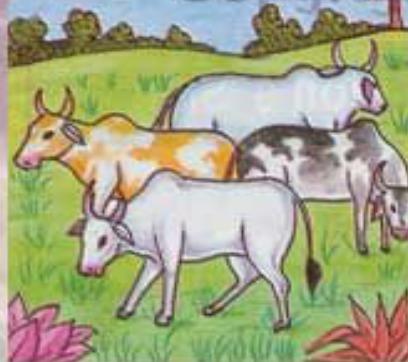
| 24 MINUTES

#### Activity 1:

**12 Minutes**

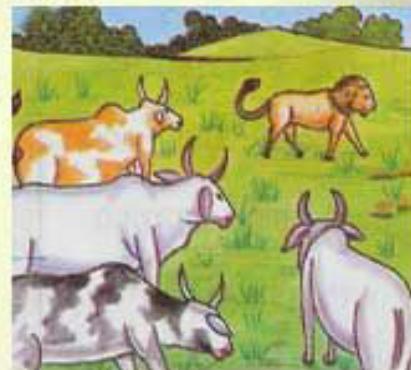
1. Write the following story on a chart and display it at the front of the class.
2. Ask students to look at the chart of the story and guess what the story is about.
3. Read aloud the story using correct pronunciation, intonation, and body language, and pointing toward pictures, and finger-tracking while reading.

# The Lion and the Cows



Once upon a time there lived four cows in the forest. Everyday they used to graze together in a particular spot. They were all friends. One day a lion saw the cows grazing together.

The lion wanted to eat them so he went to catch them. When the cows saw the lion, all of them fought with him. The lion had to run away



A few day passed and the cow quarreled between themselves and started grazing separately. One by one the lion killed all of them.

**Moral of the Story: Unity is strength**

- Ask a few comprehension questions including prediction and inference questions while reading.

## Activity 2:

**12 Minutes**

- First, let all students read the story silently.
- Next, ask them to read it aloud one by one in small groups.
- As the groups work, move around and provide support where needed.
- Listen to students' pronunciation of words and observe their use of stress and intonation as well as body language. Give them feedback and help them do it effectively.
- Finally, call two students in front of the class to read the story aloud.
- Appreciate students for their active participation in the activity.



## CONCLUSION / SUM UP

2 MINUTES

1. Tell students that we have learnt how to listen to a story attentively and read-aloud/retell it.
2. We have learnt to identify different characters in the story.



## ASSESSMENT

2 MINUTES

1. Ask students to work in pairs and read aloud/retell the same story to each other.
2. Observe how they read aloud the story. Note their strengths and areas for improvement.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to ask their elders (grandparents, parents, older people in the village) to tell them a story. Listen to the story attentively. Practise retelling that story in your own words next time in class.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 68

## SIGHT WORDS AND WORDS WITH COMMON SPELLING PATTERNS



### STUDENT LEARNING OUTCOMES

- Identify, recognise and articulate common two to three lettered sight words and words with common spelling patterns.

### INFORMATION FOR TEACHERS

- Sight words are often used in writing. They occur several times in reading and writing activities.
- These words are commonly used and young children should be encouraged to memorize them as a whole by sight so that they can automatically recognise these words in print.
- They do not have common spelling patterns, e.g., are, so, not, am, but, all, no, our, from of, etc. Therefore, it is difficult to decode them using the principles of phonics. Moreover, they need to be learnt during the early stages of learning to read because they occur frequently in the texts children encounter.
- The words like pet, net, let, etc. have a common spelling pattern, therefore, it is easy to decode them using the principles of phonics.
- While teaching the lesson, the teacher should also consult the textbook at all steps..



### DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



### MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, charts of sight words, etc.



### INTRODUCTION

| 5 MINUTES

- Write the following words on the writing board:
  - are, am, so, but, no, of
  - sit, bit, hit, get, jet, let
- Ask students to note the differences between two groups of words written on the writing board (i & ii).
- Collect their responses and tell them that the first group of the words is often used in writing and reading and we learn it as a whole by sight and they are called sight words. They do not have any common spelling patterns, while the second group of the words has common spelling patterns. We can read them with the help of letter sounds.



## DEVELOPMENT

20 MINUTES

### Activity 1:

10 Minutes

1. Select a paragraph from the textbook. Identify the sight words as well as the words with common spelling patterns in the paragraph. Make two separate lists to share with students. For example, i) sight words: **one, my, me, big, red, away, here**, etc., and ii) words with common spelling patterns: **saw, law, jaw, toy, boy**, etc.
2. Write the selected words on the board. First, practise them with the class and then divide the class into small groups and ask students to identify these words in the assigned paragraph.
3. Next, assign a different paragraph from the textbook to students and ask them to find out sight words and the words with common spelling patterns in the assigned paragraph. Ask them to make two different lists of the words.
4. After completion, each group will present their lists of the words.
5. Ask other students to give feedback and confirm if their lists are correct.

### Activity 2:

10 Minutes

1. Write the following words on the writing board:
  - ◆ **but, lot, pet**
2. Ask students to work in the same group and add at least two words of the same spelling pattern for each of the given words. Help students recall their learning from previous lessons about word families. Tell them to identify the word family for each word.  
(i.e., -ut, -ot, and -et families)
3. After completion of the task, ask one or two groups to present their words to the whole class.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell students that today we have practised sight words and words with common spelling patterns. Sight words are frequently used in the English language and they can be memorized as a whole.
2. We can use our knowledge of phonics to decode (sound-out/read) the words with common spelling patterns.



## ASSESSMENT

5 MINUTES

1. Write the following words on the writing board:
  - ◆ set, pet, all, over, from, net, of, kit, so, wet.
2. Ask students to make two separate lists: i) the words with common spelling patterns, and ii) sight words.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask students to make a list of sight words in their notebooks while reading unit no. 01 and unit No. 02 as a home assignment (at least ten words).
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

**Month**

**8**

**69****WORDS ENDING WITH /S/ AND /Z/ SOUNDS IN  
THE PLURAL FORM OF A WORD.****STUDENT LEARNING OUTCOMES**

- Differentiate between words ending with /s/ and /z/ sounds in the plural form of a word.

**INFORMATION FOR TEACHERS**

- The pronunciation of “s” at the end of plural nouns, sometimes causes problems for students because it can be pronounced as / s / or / z /.
- Letters or symbols between two slash marks ( / / ), refer to the pronunciation of that letter or sound.
- The pronunciation depends on the last sound of the verb or noun which is usually a consonant. In some cases, the main difference between the pair is whether the consonant is voiced or unvoiced, that is, whether or not the vocal chords vibrate when making this sound.
- An easy way to determine whether a consonant is voiced or not is to place a finger on your throat. As you pronounce a letter, feel the vibration of your vocal cords. If you feel a vibration the consonant is a voiced one. These are the voiced consonants: B, D, G, J, L, M, N, Ng, R, Sz, Th (as in the word “then”), V, W, Y, and Z. But if consonants are only single letters, what are Ng, Sz, and Th? They’re common sounds that are produced by blending the two consonants phonetically.
- Voiceless consonants do not use the vocal cords to produce their hard, percussive sounds. Instead, they’re slack, allowing air to flow freely from the lungs to the mouth, where the tongue, teeth, and lips engage to modulate the sound. These are the voiceless consonants: Ch, F, K, P, S, Sh, T, and Th (as in “thing”).
- While teaching the lesson, the teacher should also consult the textbook at all steps..

**DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD****MATERIALS / RESOURCES REQUIRED**

- Writing board, pictures charts etc.

**INTRODUCTION**

| 5 MINUTES

**The teacher will:**

- Begin the class by greeting “Good morning/Assalam-o-Alaikum” to the students and the students will answer the greeting by saying “Good morning / Walaik-um-Assalam”. Ensure that the students respond to the greeting properly.
- Say “How are you?” to the students and make sure that the students reply, “We are fine, thank you.”
- Write the word “books” on the board. Point at the word and say “books” with emphasis on final sound and ask the students to say the word. Repeat saying “books” ten times with the whole class. Now ask few students to say “books”.

4. Write the word “pens” on the board. Point at the words and say “pens” with emphasis on final sound and ask the students to say the word. Repeat saying “pens” ten times with the whole class. Now ask 5–6 students one by one to say “pens”.



## DEVELOPMENT

20 MINUTES

### Activity 1:

20 Minutes

The teacher will:

1. Tell the students that when we say “books” the final sound that we utter is /s/ (point at the “books” written on board). Repeat saying /s/ ten times with the whole class. Now ask 5–6 students one by one to utter /s/.
2. Tell the students that when we say “pens” the final sound that we utter is /z/ (point at the “pens” written on board). Repeat saying /z/ ten times with the whole class. Now ask 5–6 students one by one to utter /z/.
3. Ask the students what noise a bee makes. As they make a buzzing noise, do the same and put your fingers on your throat, indicating that they should do likewise. This will allow them to feel the vibrations of the vocal chords that occur with /z/ sound. Ask them if they can feel the vibration.
4. Ask the students what noise a snake makes. As they make a hissing noise, do the same and put your fingers on your throat, indicating that they should do likewise. This will allow them to feel the vibration of the vocal chords and they will notice that no vibration occurs with /s/ sound. Ask them if they can feel the vibration.
5. /z/ like the sound a bee makes... zzzzzz
6. /s/ like the sound a snake makes... sssssss
7. Ask the students to say “books” again and see if it makes a buzzing or hissing sound. Now ask the students to say “pens” again and see if it makes a buzzing or hissing sound. Seek answers (don’t snub them but encourage them to utter the /s/ and /z/ sounds to know the difference). Give them clues so that they come up with responses as many as possible.
8. Ask the students to utter the words “cups” and “cars” with emphasis on final sound and tell which word makes a /s/ sound and which one makes /z/ sound. While doing so ask the students to put their fingers on their throat to feel the vibration.



## CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today, we have learnt to differentiate between words ending with /s/ and /z/ sounds in the plural form of a word



## ASSESSMENT

5 MINUTES

2. Informally assess students’ ability to differentiate between words ending with /s/ and /z/ sounds in the plural form of a word during activities.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to read each plural word and differentiate if the words end with /s/ and /z/ sounds in the plural form.



apples



cups



bags

2. Activity 1 has the advantage of establishing the voiced / unvoiced distinction, and a shared gesture that students and the teacher can use in class to indicate that a sound is voiced or unvoiced, i.e. the fingers on the throat. It also helps students to become conscious of the muscle movements involved in voicing a consonant. This will be useful in higher classes.
3. Assign students to do the relevant activities/ exercises from their textbook as homework..

# WORDS SHOWING POSSESSION



## STUDENT LEARNING OUTCOMES

- Use words showing possessions, e.g., my, your, our.

## INFORMATION FOR TEACHERS

1. Possessive adjectives are used to show possession.
2. They indicate the possession of the noun to a person/a few people.
3. A few examples of possessive adjectives are my, our, your, his, their, her, and its. For example, my computer is not working. Her father told us not to quarrel. Their house is very beautiful.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, charts, etc.



## INTRODUCTION

| 5 MINUTES

1. Collect different items from different students (e.g., a pencil from one student, a sharpener from another, an eraser from another, and so on) and place the items on the table in front of the class.
2. Now, call those students in front of the class and ask them to hold their item one by one in their hands i.e. 'pick up your pencil'
3. While they are holding their items in their hands, repeat the sentences like:
  - ◊ He is Ali, this is his eraser.
  - ◊ She is Hajra, this is her pencil.
4. Continue this activity till the items are finished.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

1. Write the following sentences on the board:
  - ◊ Ali brushes his teeth daily.
  - ◊ Kiran likes her doll.
  - ◊ I lost my storybook yesterday.
  - ◊ This is your class.
2. Ask students, "What do the underlined words show?"
3. Collect their responses and tell them that these words show possession.

**Activity 2:****10 Minutes****'Think, Pair and Share'**

1. Write the possession words, 'my' 'his' 'her' and 'your' on the top of the writing board.
2. Make pairs of the class and ask them to note down the words written on the writing board.
3. Ask students to work in pairs, think about their belongings and belongings of their parents/family members, and the partner, working in pairs. Then, describe them to each other, e.g., my brother has a car. His car is very beautiful.
4. Monitor and help students where needed.
5. Once they have done the task, invite 2 – 3 pairs to share their work with the whole class.
6. Appreciate them for their active participation.

**CONCLUSION / SUM UP**

3 MINUTES

1. Tell students that words like 'his', 'her', 'my', and 'your' are used to show possession. These are called possessive adjectives.

**ASSESSMENT**

5 MINUTES

Write the following sentences on the writing board/chart and ask students to identify the words showing possession:

1. This is my daughter. Her name is Hajra.
2. This is my son. His name is Zahoor.
3. You are students. This is your school.

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to write a short introduction of their family members.
2. Tell them to mention at least one belonging of each family member and describe it.
3. Assign students to do the relevant activities/exercises from their textbook as homework.

# COMMANDS AND REQUESTS



## STUDENT LEARNING OUTCOMES

- Articulate, recognize and use some formulaic expression to listen and respond to few commands.
- Use and physically respond to simple sentences showing request and command.

## INFORMATION FOR TEACHERS

1. Create interesting commands keeping in view your students' vocabulary of action words and naming words, such as 'Look up at the sky', or 'Touch your friend's shoulder' etc.
2. Introduce common action words with Total Physical Response Method (TPR).
3. Consult the textbook at all steps where and when required.
4. While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 80 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk and duster.



## INTRODUCTION

| 5 MINUTES

### The teacher will:

1. Begin the class by greeting "Good morning/Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam". Ensure that the students respond to the greeting properly.
2. Say "How are you?" to the students and make sure that the students reply, "We are fine, thank you," to that.
3. Say some basic action words to the students and they will perform. The action words may include walk, run, laugh, etc.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

### The teacher will:

1. Use and respond to simple sentences showing requests and command, both physically and in their speech.
2. Introduce commands and requests with Total Physical Response Method. In this method you should do the following steps:
3. Say a sentence of command while performing it yourself for example, if the teacher has to teach the sentence "Open the book" the teacher will demonstrate to open the book,

while saying the sentence.

4. Say the sentence and the students will perform accordingly.
5. The students will say the sentence and the teacher will perform.
6. Now the teacher and the students both will say and perform together.
7. For requests, put ‘please’ before the sentence. For example: ‘Open the book’ will become ‘Please, open the book.’

#### Activity 2:

10 Minutes

**The teacher will:**

1. Divide the class into pairs and then ask any two pairs to perform a short role play.
2. Now ask a pair of students to come in front of the class where one student will give command / request and the other student will physically perform it. Ask the students to choose the command / request words from the following.
  - ◊ Open the door. (Command)
  - ◊ Please, open the door. (Request)
  - ◊ Pick up the stick. (Command)
  - ◊ Please, pick up the stick. (Request)
3. If a student is unable to read a word, whisper it to him/her. Start with those students who are confident to perform in front of the class. This activity gives shyer students an opportunity to become more comfortable in front of the class.
4. Repeat this activity a couple of times.



#### CONCLUSION / SUM UP

3 MINUTES

1. Tell the students that today we have learnt how to recognize and physically respond to simple sentences of command and request.



#### ASSESSMENT

5 MINUTES

1. Informally assess students’ ability to use and physically respond to simple sentences showing request and command.
2. Articulate, recognize and use some formulaic expression to listen and respond to few commands.



#### HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the students to think of commands and requests and repeat those requests with their siblings.
2. Ask students to think of more commands and requests, and allow them to make those requests for the repetition sessions.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

# FORMULAIC EXPRESSIONS IN SPEECH BUBBLES



## STUDENT LEARNING OUTCOMES

- Identify and fill in speech bubbles with given appropriate word and formulaic expressions.

## INFORMATION FOR TEACHERS

- A robust vocabulary improves all areas of communication listening, speaking, reading, If you provide a safe environment to the students, and enforce rules so that students do not make fun of or fight with each other, students will then have the courage to express themselves in class.
- Create opportunities for students to have real conversations with each other, not just role play in class. This will help develop student's interpersonal skills.
- Since these are not tasks that will be done once only, we are calling them "routines" and not "activities".
- If you provide a safe environment to the students, and enforce rules so that students do not make fun of or fight with each other, students will then have the courage to express themselves in class.
- Create opportunities for students to have real conversations with each other, not just role play in class. This will help develop student's interpersonal skills.
- Since these are not tasks that will be done once only, we are calling them "routines" and not "activities".
- It is extremely important that you model the courtesies that you are teaching to the students, remember to say "Thank you", "Excuse me", "I am sorry", "You are welcome". Look for opportunities to use these as often as you can.
- As you practice conversation, also demonstrate use of appropriate body language for different communicative functions for example:
  - Tell them that while talking to people, do not speak when the other person is speaking, wait for your turn.
  - Tell them it's polite to answer if somebody is asking some questions or wants to talk.
  - Ensure that students listen to each other with respect.
- While teaching the lesson, the teacher should also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ PERIOD 1



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk and duster.



## INTRODUCTION

5 MINUTES

### The teacher will:

1. Begin the class by cheerfully saying “Good morning” to the students and the students will answer the greeting by saying “Good morning”. Ensure that the students respond to the greeting.
2. Ask the students, “How are you?” and the students will answer the greeting by saying “we are fine, thank you”. Ensure that the students respond to the greeting.
3. Ask the students:
  - ◊ When you meet someone for the first time, what do you ask them? (Expected answers, Salam, how are you? etc.) Keep asking them until they say “What is your name?” if they fail to answer, prompt them with a response.
4. Tell the students that today we will learn how to introduce ourselves to other people and ask their name.



## DEVELOPMENT

20 MINUTES

### Activity 1:

**10 Minutes**

### The teacher will:

1. Tell the students that we say “What is your name?” when we want to ask someone’s name.
2. Ask the students to repeat after him/her “What is your name?” (Articulate the sentence with proper pause so that the students hear and understand each word correctly). Chorus the sentence 6–7 times.
3. Now tell the students that when someone asks “What is your name?” we say “My name is \_\_\_\_\_” (the teacher will use his/her name in place of “dash” but will tell the students to utter their names while repeating).
4. Tell the students that when you talk to someone it is polite to pay attention and make eye contact with them.
5. Ask the students to repeat after him/her “My name is \_\_\_\_\_”. (Articulate the sentence with proper pause so that the students hear and understand each word correctly). Chorus the sentence 6–7 times.

### Activity 2:

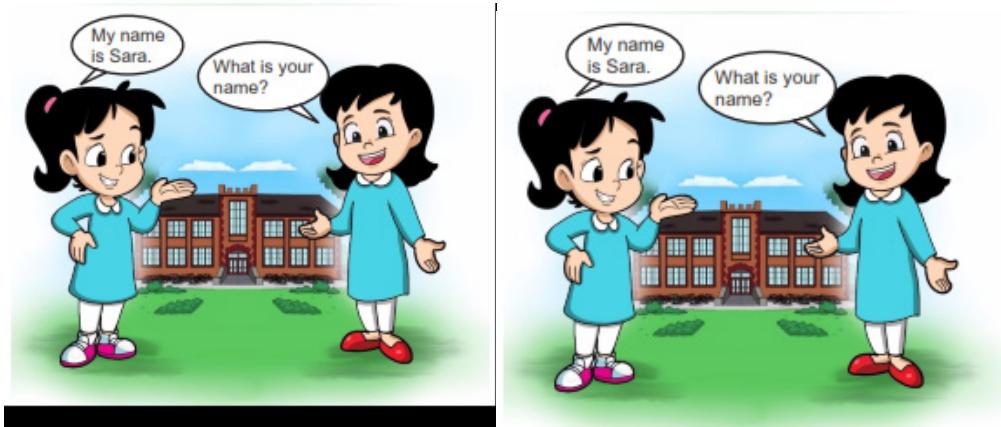
**10 Minutes**

### Role Play

### The teacher will:

1. Tell the students that they will now have a role play “a conversation between two people”.
2. Model a conversation by asking one student to come in front.
3. Ensure the student takes active part in conversation, prompt if he/she don’t know the answer.
  - ◊ Teacher: Assalam-o- Alaikum
  - ◊ Student: Walaik um Assalam
  - ◊ Teacher: How are you?
  - ◊ Student: I am fine, thank you. How are you?
  - ◊ Teacher: I am fine, thank you. What is your name?
  - ◊ Student: My name is Ali/Sara? What is your name?
4. Ask another pair of students to come in front and have a conversation. The teacher will encourage the students to make individual responses, giving them the vocabulary they need as they go along.

- Repeat the activity with at least 5–6 pairs of students.
- Display the introduction chart in class and ask the students to observe sentences in speech bubbles.



### CONCLUSION / SUM UP

3 MINUTES

- Tell the students that today, we have learnt to express and offer a few basic social courtesies with appropriate body language for different communicative functions.



### ASSESSMENT

5 MINUTES

- Informally assess students' ability to come and introduce themselves. Appreciate those students who introduce themselves correctly and motivate those students who still can't introduce themselves.



### HOMEWORK / FOLLOW UP

2 MINUTES

- Ask the students to practice introducing themselves many times with their siblings at home.
- Throughout the year, continuously guide and assess students' abilities to introduce themselves and to express and offer a few basic social courtesies with appropriate body language for different communicative functions.



## DURATION / NO OF PERIODS: 35 MIN/ PERIOD 2



## STUDENT LEARNING OUTCOMES

- Identify and fill in speech bubbles with given appropriate word and formulaic expressions.

## INFORMATION FOR TEACHERS

- Speech bubbles can serve many purposes but they are primarily a way to provide a visible reference and reminder to learners of key ideas or moments in their learning. They make students' thinking visible to themselves or others, remind a class of key ideas, insights, or questions, and show multiple perspectives on a topic. They also celebrate and strengthen a group's identity as a learning group.
- Speech bubbles are relatively easy to implement and do not require a lot of preparation. They can be posted on walls, bulletin boards, posters, or panels in or outside the classroom. Speech bubbles can be used before, during, or after a learning experience as a reminder of previous steps or key ideas.
- Speech bubbles can express speech or thoughts depending on the shape of the speech bubble. A circular or rectangular speech bubble normally represents speech whereas a cloud shaped speech bubble normally represents inner thoughts. Speech bubbles can show dialogue between two or more characters.



## MATERIALS / RESOURCES REQUIRED

- Activity sheet, writing board.



## INTRODUCTION

| 5 MINUTES

### The teacher will:

- Begin the class by cheerfully saying "Good morning" to the students and the students will answer the greeting by saying "Good morning".
- Ensure that the students respond to the greeting properly.
- Ask the students, "How are you?" and the students will answer the greeting by saying "we are fine, thank you".
- Ensure that the students respond to the greeting properly.
- Tell the students that yesterday we have learnt how to introduce ourselves to other people and ask about their name. Today, we are going to fill in speech bubbles with appropriate sentences to introduce ourselves.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**20 Minutes**

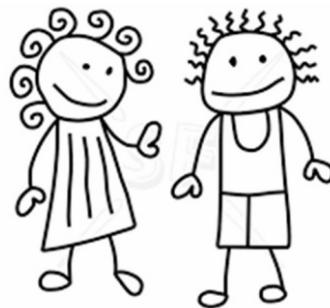
### The teacher will:

- Ask the students what do you say when we want to ask someone's name?
- The students will reply "What is your name?" Ensure the students answer the question, prompt if he/she don't know the answer.
- Ask the students, what do you say when someone asks you "What is your name?"

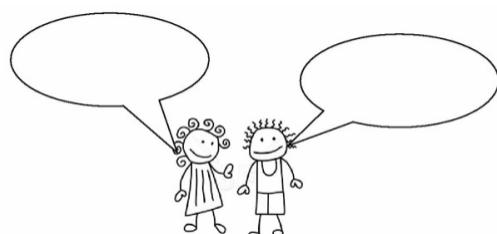
- The students will reply "My name is \_\_\_\_\_".
- Ensure the students answer the question, prompt if he/she don't know the answer.
- Display the introduction chart again in class and ask the students to observe sentences in speech bubbles (Let the chart be on the board throughout the period).



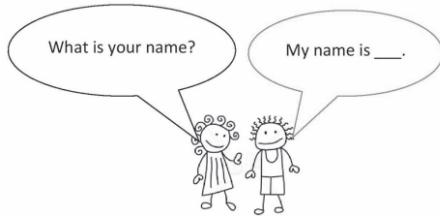
- Tell the students that speech bubbles express what the character says or thinks.
- Ask the students the following questions pointing at the chart:
  - Point to the speech bubble. (Ensure that almost all students should be able to point out a speech bubble in a text).
  - What is the character saying?
  - What does a speech bubble look like?
- Tell the students that not all books we read have speech bubbles but we can always use them in our own writing.
- Display a picture of two boys/girls on the board and ask the students to draw a picture of two boys/girls on their notebooks. (Don't ask the students to copy your drawing, let them draw their own figures. Encourage them to try doing better).



- While the students are drawing, the teacher can walk around the class monitoring and checking on what's being drawn. It will be quite easy to see when a student has either misheard the instruction whereupon you can get to check that particular picture and correct the students where necessary.
- After all the students finish drawing pictures, draw speech bubbles with each figure on the board and ask the students to draw speech bubbles with each figure on their notebooks (Help the students draw speech bubbles).



13. After the students draw speech bubbles, fill in each speech bubble on board with the sentences “What is your name?” and “My name is \_\_\_\_.”.



14. Ask the students to copy the sentences inside the speech bubbles they have drawn on their notebooks. Ask the students to write their names in place of \_\_\_\_\_.  
Help the students spell their names if they have difficulty in writing their names.



## CONCLUSION / SUM UP

| 3 MINUTES

1. Tell the students that today, we have learnt how to fill in speech bubbles with given appropriate words and formulaic expressions.



## ASSESSMENT

| 5 MINUTES

1. Informally assess students' ability to write their names. Appreciate those students who spell their names correctly and motivate and help those students who still can't spell



## HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Ask the students to practice the classroom activity at home.
2. Throughout the year, continuously guide and assess students' abilities to introduce themselves and to express and offer a few basic social courtesies with appropriate body language for different communicative functions.
3. In separate periods, follow the similar pattern as to fill in speech bubbles with
  - ◊ “How are you?” and “I am fine, thank you.”
  - ◊ “Thank you.” and “You are welcome.”

# POETRY RECITATION



## STUDENT LEARNING OUTCOMES

- Recite short poems or nursery rhymes with actions.

## INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Select poems that are short and simple enough for the students to understand.
3. Select poems that:
  - ❖ Do not contradict moral and ethical values.
  - ❖ That do not have to have a moral.
  - ❖ Choose poems that are fun to read. Make sure that they don't encourage a negative attitude.
4. Which students can show actions such as Old McDonald had a Farm, Itsy Bitsy Spider.
5. Highlight the poem with the help of illustrations. Make cut-outs of characters of a poem. These can be worn as masks or held in hands by the students as they perform in pairs or groups. These cut-outs can be pinned / pasted on the board / wall or hung by strings in the classroom.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Books of nursery rhymes with pictures in them, cut-outs and props of characters and objects mentioned in the poem, board, audio-cassettes (if available), charts of poem.



## INTRODUCTION

| 5 MINUTES

**The teacher will:**

1. Ask few students to recite their favorite nursery rhymes with actions.
2. Tell the students that today we are going to recite a poem with action.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**20 Minutes**

**The teacher will:**

1. Paste a chart of the given poem on the writing board.
2. Recite the given poem a couple of times with actions to the students following rhyme and

rhythm and using a stress and pause (intonation patterns).

#### BRUSH YOUR TEETH

Brush your teeth up and down.

Brush your teeth round and round.

Brush your teeth from left to right.

Brush your teeth in the morning and night.

Brush brush brush.

Brush brush brush.

Brush your teeth in the morning and night.

Brush your teeth to keep them white.

Brush your teeth so your smile is bright.

Brush your teeth. It's so much fun.

Brush your teeth when the day's begun.

Brush brush brush.

Brush brush brush.

Brush your teeth when the day's begun

3. Note: Seek help from the following link for proper rhyme, rhythm, intonation, pause and stress. <https://supersimple.com/song/brush-your-teeth/>



#### CONCLUSION / SUM UP

| 3 MINUTES

1. The teacher will tell the students to recite short poems or nursery rhymes with actions.
2. Familiarize themselves with rhythm, stress and intonation of English language for comprehension by listening to simple stories and poems read aloud in class.



#### ASSESSMENT

| 5 MINUTES

1. Informally assess students' ability to recite the poem with actions following rhyme and rhythm and intonation patterns.



#### HOMEWORK / FOLLOW UP

| 2 MINUTES

1. Ask the students to practice reciting the poem several times at their homes.
2. Continue to give practice to the students by revising the poems regularly.
3. Ask a different child to lead the singing each time.
4. Instruct the child who will lead to use actions in a lively manner. The child may add his/her own actions if he/she likes.
5. Assign students to do the relevant activities/ exercises from their textbook as homework.

# 74

## SPECIFIC INFORMATION IN A CALENDAR



### STUDENT LEARNING OUTCOMES

- Point out specific information in a calendar.

### INFORMATION FOR TEACHERS

- While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
- Make maximum use of a calendar while teaching the lesson.
- Ensure that students have learnt numbers from one to thirty (in words)



### DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



### MATERIALS / RESOURCES REQUIRED

- Writing board, charts with different activities, flashcards, texts for more practice. A large copy of a calendar (preferably updated).



### INTRODUCTION

| 5 MINUTES

#### The teacher will:

- Tell students that it is important to do our work in time. Calendar is helpful in scheduling our activities and are done well in time. We can also remember important events using dates given on a calendar.



### DEVELOPMENT

| 20 MINUTES

#### Activity 1:

**10 Minutes**

#### The teacher will:

- Show the class a birthday card.
- Sing "Happy Birthday to you".
- Ask any student "when is your birthday?"
- The student may answer March, April, etc. or 25th, 18th etc. or 25 March, 20th April.
- Write their responses on the board.
- Now tell the names of the months in order, pointing out on the calendar.
- Read the name of a month, aloud and ask any student to point it on the calendar.
- Make them trace the names of months in their notebooks.

**Activity 2:****10 Minutes****The teacher will:**

1. Announce in class that school will remain closed for summer / winter vacations from ..... to ..... (Specify date according to the context).
2. Write both the dates on the writing board.
3. Point to the calendar and ask students if they can locate when is the school closing for vocation?
4. Help them to locate the date
5. Ask them when will the school resume/reopen?
6. Make them practice locating dates on the calendar.
7. Repeat till students are able to locate required information on a calendar.

**CONCLUSION / SUM UP**

3 MINUTES

1. Teacher will tell students, today you learn how to locate date and month in a calendar.

**ASSESSMENT**

5 MINUTES

**Ask orally:**

1. Name the first month of the year.
2. Tell few months ending in letter "r".
3. What is the date today?

**HOMEWORK / FOLLOW UP**

2 MINUTES

1. Ask students to prepare a Birthday / Eid card for each other.
2. Make it a class ritual asking daily.
3. What is the date today?
4. Ask about any festival starting in near future.
5. Assign students to do the relevant activities/ exercises from their textbook as homework.

# USE OF COMMA



## STUDENT LEARNING OUTCOMES

- Recognise and use comma in a list.

## INFORMATION FOR TEACHERS

1. The comma is one of the most important and commonly used types of punctuation.
2. It is frequently used in a sentence. Commas separate ideas, add pauses, and help to list things clearly.
3. It also connects words, phrases, and clauses together to make longer sentences.
4. While teaching commas, always use a sentence with exaggerated pauses to show a list.
5. While teaching the lesson, also consult the textbook at all steps.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook, flashcards, and chart of sentences in which comma (,) can be used.



## INTRODUCTION

| 5 MINUTES

1. Write the following sentence on the writing board without putting commas:  
**My brother does not like candies chips and burgers.**
2. Read the above sentence with pauses.
3. Tell students that when we take a pause, we use a comma to reflect that pause in writing.
4. Put the following punctuation marks on the writing board:
5. (,), (.) and (?)
6. Ask students to identify each punctuation mark.
7. Help them to identify the comma.
8. Use commas for pauses in the sentence.



## DEVELOPMENT

| 20 MINUTES

### Activity 1:

**10 Minutes**

1. Display a chart with the following sentences in front of students OR write these sentences on the writing board.
  - ◊ We bought a storybook two erasers and one sharpener.
  - ◊ My friend likes to eat mango bananas and peach.

- ◊ Please switch off the light fan and TV.
2. Divide the class into pairs; assign one sentence to each pair.
  3. Ask them to use a comma where required.
  4. As they work in pairs, move around, and provide the necessary help.
  5. After completion, each pair will share his/her work.

### **Activity 2:**

**10 Minutes**

1. Write the following sentences on the writing board and ask students to put commas in each sentence individually.
  - ◊ Dogs cats and fish are good pets
  - ◊ My favourite colours are red blue and green
  - ◊ We need to take shoes shirts and pants for the trip.
2. Check whether they are using commas correctly.
3. Provide necessary support.



### **CONCLUSION / SUM UP**

**3 MINUTES**

1. Tell students that today we have discussed the use of the comma and learnt how to use it correctly. It is used to show a pause or to list different items in a sentence.



### **ASSESSMENT**

**5 MINUTES**

1. Write the following sentences on the board:
  - ◊ I visited the market to bring dresses shoes and toys.
  - ◊ My father gave me a watch pen and diary.
  - ◊ My brother brought notebooks bag and pencil for me.
  - ◊ My aunt gave me a watch cake and balloon at my birthday party.
2. Ask students to work individually and rewrite these sentences, using a comma where appropriate.
3. As they work, move around and observe their work randomly.



### **HOMEWORK / FOLLOW UP**

**2 MINUTES**

1. Assign a page of the textbook (where commas have been used) to the students as a home assignment, and ask them to circle all commas and write the sentences having a comma in their notebooks.
2. Ask students to share their work with the class the next day.

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# POETRY RECITATION



## STUDENT LEARNING OUTCOMES

- Recognize and write rhyming words from a poem.

## INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Select poems that are short and simple enough for the students to understand.
3. Select poems that:
  - ❖ Do not contradict moral and ethical values.
  - ❖ That does not have to have a moral,
  - ❖ Choose poems that are fun to read. Make sure that they don't encourage a negative attitude.
4. Which students can show actions such as Old McDonald had a Farm, Itsy Bitsy Spider.
5. Highlight the poem with the help of illustrations. Make cut-outs of characters of a poem. These can be worn as masks or held in hands by the students as they perform in pairs or groups. These cut-outs can be pinned / pasted on the board / wall or hung by strings in the classroom.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when required.
7. Ask the students to copy rhyming words from a poem.
8. The words given to the students should have the same ending sounds / the words rhyming together such as cat, bat, rat, six, fix, mix etc.
9. While teaching the lesson, the teacher should also consult the textbook at all steps..



## DURATION / NO OF PERIODS: 35 MIN / 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

1. Books of nursery rhymes with pictures in them, cut-outs and props of characters and objects mentioned in the poem, board, audio-cassettes (if available), charts of the poem.



## INTRODUCTION

| 5 MINUTES

### The teacher will:

1. Tell the students that previously we learnt how to recite a poem with actions following rhyme and rhythm and intonation patterns. Today, we are going to point out rhyming words in a poem and will copy them.



## DEVELOPMENT

23 MINUTES

### Activity 1: 10 Minutes

#### The teacher will:

- Paste a chart of the poem “One Two Buckle My Shoes” on the writing board.
- Recite the given poem once with actions to the students following rhyme and rhythm and using intonation patterns.
- Now ask the students to join you in reciting the poem with actions following rhyme and rhythm and using intonation patterns.

One Two Buckle My Shoes

One two

Buckle my shoe

Three four

Shut the door

Five six

Pick up sticks

Seven eight

Lay them straight

Nine ten

A big fat hen

### Activity 2: 13 Minutes

#### The teacher will:

- Ask the students to work in pairs / groups.
- Ask them to read the poem on the chart and identify the end sounds that rhyme. Seek students' responses.
- Write the rhyming words on the board. Tell the students that:
  - ◊ Shoe and two rhyme (emphasize on final sounds)
  - ◊ four and door rhyme (emphasize on final sounds)
  - ◊ six and sticks rhyme (emphasize on final sounds)
  - ◊ Eight and straight rhyme (emphasize on final sounds)
  - ◊ Ten and hen rhyme (emphasize on final sounds).
- Ask the students to copy rhyming words from the poem in notebooks.
- At the end ask some of the pairs / groups to say aloud rhyming words in front of the class.



## CONCLUSION / SUM UP

2 MINUTES

- Tell the students that today we have learnt about rhyming words which are usually used in the poems.



## ASSESSMENT

3 MINUTES

- Ask some of the students randomly to say aloud two rhyming words and copy the words in their notebook.



## HOMEWORK / FOLLOW UP

2 MINUTES

1. Ask the student to recite any poem from your nursery rhyme book and copy rhyming words from it.
2. Prepare and hang in class a list of commonly used opposite words.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

**A teacher's purpose is not to create students in his/her own image, but to develop students who can create their own image.**



**Directorate of Curriculum and Teacher  
Education Khyber Pakhtunkhwa  
Abbottabad**



# قومی ترانہ

پاک سر زمین شاد باد  
کشورِ حسین شاد باد  
تو شانِ عزم عالی شان  
ارضِ پاکستان!

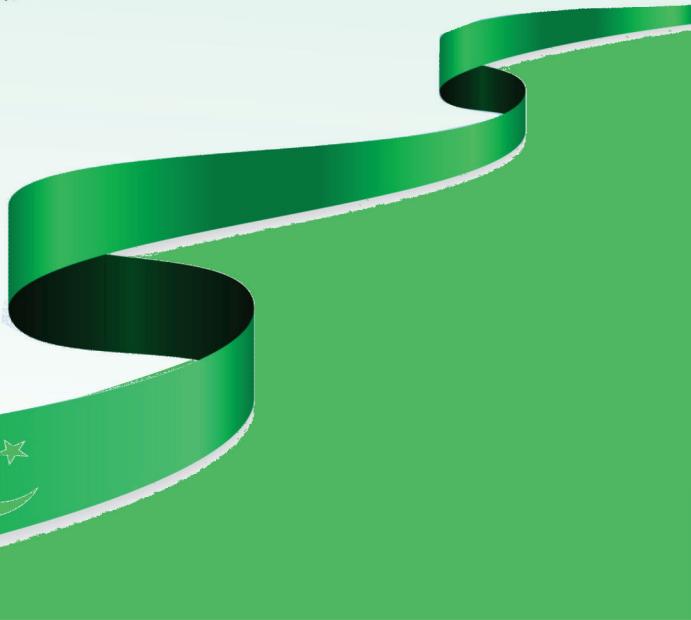
مرکزِ یقین شاد باد

پاک سر زمین کا نظام  
توتِ اخوتِ عوام  
قوم، ملک، سلطنت  
پاسنده، تابندہ باد

شاد باد منزل مراد

پرچم ستارہ و ہلال  
رہبر ترقی و کمال  
ترجمانِ ماضی، شانِ حال  
جانِ استقبال!

سایہِ خدائے ذوالجلال





Professional Development  
for Quality Education

# GENERAL KNOWLEDGE

## Lesson Plans

Based on Curriculum 2020

GRADE

1



**Directorate of Curriculum and Teacher Education (DCTE)**  
Khyber Pakhtunkhwa, Abbottabad

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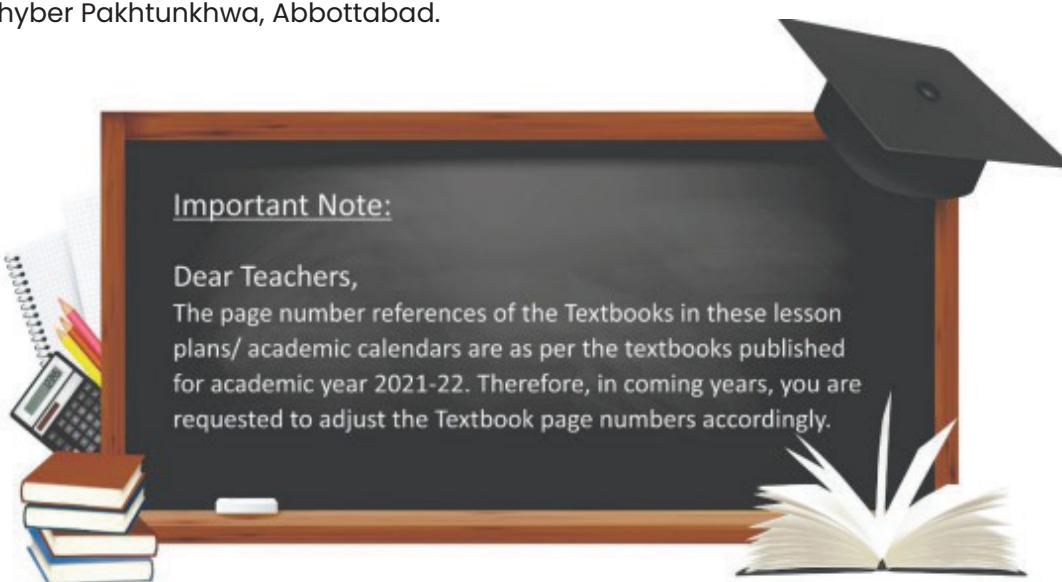
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#### **Guidance and Supervision:**

Gohar Ali Khan  
Director, Curriculum and Teacher Education,  
Khyber Pakhtunkhwa, Abbottabad.

#### **Important Note:**

Dear Teachers,  
The page number references of the Textbooks in these lesson plans/ academic calendars are as per the textbooks published for academic year 2021-22. Therefore, in coming years, you are requested to adjust the Textbook page numbers accordingly.





**Directorate of Curriculum and Teacher Education  
Khyber Pakhtunkhwa, Abbottabad.**

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**NOTIFICATION:**

**No.5730-5893/F.24/Vol-II/SLP/G-I/SS-M&E, dated: 30-08-2021 :** Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-I in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**

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# INTRODUCTION

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

## Traditional Teaching Style:

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

## What is a Lesson Plan?

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ◊ Student Learning Outcomes (SLOs).
- ◊ Learning activities.
- ◊ Assessment to check for students' understanding.

## Benefits of Lesson Planning

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

## Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

## Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ❖ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ❖ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ❖ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
  - ❖ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/theme/problem to be studied. Introductory activities can include an arrangement of pictures or activities that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story on the teacher posing questions or reading a poem, story, etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
  - ❖ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
  - ❖ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on “putting on a show”.
  - ❖ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day’s topic. Other tools such as tests can be prepared ahead of time as well.
  - ❖ **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.

# PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teacher guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbooks are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

**Gohar Ali Khan**  
**Director,**  
**Curriculum and Teacher Education**  
**Khyber Pakhtunkhwa, Abbottabad.**

# MY INTRODUCTION



## STUDENT LEARNING OUTCOMES

- Describe themselves briefly. For example, their Name, age, likes, games, and favorite food, what they want to be when they grow up.

## INFORMATION FOR TEACHERS

- The teacher knows the names, ages and family background of the students.
- The above SLO can be achieved through mutual discussion.



## DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Textbook of General knowledge Grade – I, Writing board, charts of games and fruits.



## INTRODUCTION

| 10 MINUTES

- Teacher introduce himself, (name, age, favorite food, favorite games and profession).
- Teacher ask some students to introduce themselves in front of class (Name, age, food and games).



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

- Call students in front of class and ask following questions turn by turn.
  - What is your name?
  - What is your age?
  - Which class do you read in?
  - What is your favorite game?
- Collect their responses and help them in answering the questions.
- Facilitate them while they are introducing each others.

### Activity 2:

- Divide the class in suitable pairs/groups and encourage the students to introduce themselves to each other. Help them if they fell any difficulty.

### **Activity 3:**

1. Teacher call few students randomly in front of class and ask some questions about their likes:
  - ◊ Food
  - ◊ Games

### **Activity 4:**

1. Teacher ask some students infront of class and ask few questions about their profession.  
For example what you want to be in future?
2. Write answers of the students on writing board.



### **CONCLUSION / SUM UP**

5 MINUTES

1. The teacher will revise the main points of the lesson that today all of you have learnt about the names, ages and likes of your class fellows.
2. The teacher will repeat and conclude his lesson by introducing himself once again.



### **ASSESSMENT**

5 MINUTES

1. The teacher will ask randomly from students and ask the following questions.
  - ◊ What is your name?
  - ◊ What is your age?
  - ◊ Are you like to play cricket?
  - ◊ Are you like to eat mango?
  - ◊ What you want to be in future?



### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Ask the students to paste their photographs in their notebook and write their name and age below it. (Parent help them in writing)
2. Paste the picture of their favorite fruits.

# GOOD HABITS



## STUDENT LEARNING OUTCOMES

- Identify good qualities in themselves (Telling the truth, respecting elders and listening to their advice, getting up early in the morning).
- Recognize the good qualities of others.

## INFORMATION FOR TEACHERS

1. Good habits are learned unconsciously through observation.
2. Islam teaches us good habits in our daily life and all good habits have rewards for human beings.
3. Honest, kind and loyal people are liked by everyone in our society.
4. Mutual discussion will be a suitable way to teach the topic.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Charts, textbook of Grade – 1, Flash cards, writing board and picture etc.



## INTRODUCTION

| 5 MINUTES

1. Who are the good people?
2. Do you like truthful people?
3. How do you feel to help others?
4. Why we keep ourselves neat and clean?
5. What type of habit is to rise early?



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

1. The teacher will call a student randomly in front of the class and will ask each to tell his two good habits.

### Activity 2:

2. Divide the students into groups and make four play cards, of four good habits, telling the truth, respecting elders, listening to their advice and getting up early in the morning.
3. Students may be asked to join the group of their own choice.

### **Activity 3:**

1. Ask few students to tell one good quality of each other turn by turn.



### **CONCLUSION / SUM UP**

5 MINUTES

1. Ask the students to describe advantages of good habits in our daily life.
2. Tell the students the uses of words thank you, please, excuse me, Assalam-o-Alaikum, yes sir, sorry.



### **ASSESSMENT**

5 MINUTES

1. The teacher will ask the students.
  - ◊ Why do you speak the truth?
  - ◊ Why do you get up early in the morning?
  - ◊ When your father gives you a gift, what will you say?
  - ◊ Are you brush your teeth daily?
  - ◊ What type of habit is to rise early?



### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Tell your friends about your good habits. Also know about his/her good habits.

# LIKES



## STUDENT LEARNING OUTCOMES

- Identify the ways in which they are same and different from other with respect to likes.

## INFORMATION FOR TEACHERS

- Different people have their different likes and choices in colours, weathers, foods, dresses, animals and sports. In the same way, different people have their different choices in profession.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Textbook of Grade – 1, colour charts, weather chart and animals charts, writing board, marker etc.



## INTRODUCTION

| 5 MINUTES

- Call few students randomly in front of class and ask their choices of colour, weather, food, dresses and games.



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

- Display already prepared chart of colours, weathers, foods, dresses, animals and games and then ask the students one by one telling his own and his friend favourite colour, weather, food, dress, animals and games guide them if they feel any difficulty.
- Activity about their likes may also be given.



## CONCLUSION / SUM UP

| 5 MINUTES

- Different people like different food, colours, dresses, weather and animals.



## ASSESSMENT

| 5 MINUTES

- Ask the following questions randomly for assessment.
  - Which is your favourite weather?
  - What do you like to eat in lunch?

- ◊ Which colour do you like?
- ◊ What is your favourite game?



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to paste their favorite animal's picture on his notebook.

# MAJOR PARTS OF BODY



## STUDENT LEARNING OUTCOMES

- Name major parts of the human body (eyes, nose, ears, mouth, arms, feet, hands and legs)
- Identify the function of various body parts.

## INFORMATION FOR TEACHERS

1. Names of parts of body, eyes, nose, mouth, arm, hand, head, legs foot, etc.
2. Function of eyes, nose, ears, mouth, arms, feet, hands and legs. Sighting, smelling, eating, catching, walking etc.
3. Importance of parts of body.
4. Demonstration teaching method should be adopted for teaching this lesson.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster model of parts of body, textbook of G-K Grade 1.



## INTRODUCTION

| 10 MINUTES

1. Call one student in front of class.
2. Put hand on his nose and ask students what is this?
3. Put hand on his eyes and ask what is this? And just like other parts.
4. After collecting their responses about the names of parts of body, tell them that today we are going to learn about different parts of human body and their function.



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Ask the students about parts of body with the help of model of the parts of the human body.
2. Help them out if they find any confusion to identify the parts of body.

### Activity 2:

1. Ask the following questions from students randomly:
  - ◊ What is the function of eyes? (sight)
  - ◊ What is the function of nose (smell)
  - ◊ What is the function of ear? (hearing)

- ◊ What is the function of legs? (walking)
  - ◊ What is the function of hands? (touching)
  - ◊ What is the function of mouth? (eating)
2. Help the students if they feel any sort of deficiency to answer.
  3. Responses of the students may be written on the writing board and involve the students for answering the questions.



## CONCLUSION / SUM UP

5 MINUTES

1. Tell the students that we have been gifted many parts of body by Allah.
2. Each parts of body has its own function, importance and it is helpful us in many ways.



## ASSESSMENT

5 MINUTES

1. Divide the class in two team A and B
2. The leader of the Team A will, touch the parts of the body (eye, nose, ear, leg, foot, arm) while the leader of Team B will tell the function of their parts of body.
3. The winner team should be appreciated while loser will be encouraged.



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Provide picture of different parts of body in black and white.
2. Ask the students to colour them.

# FIVE SENSES



## STUDENT LEARNING OUTCOMES

- Name the five senses.
- Identify their body parts which help them to taste, touch, smell, hear and see.
- Identify the sensory description of each of the five senses (**Taste**: sweet sour, bitter, salty; **Touch**: smooth, hard, soft, rough, cold, warm, hot; **Hearing**: loud, soft, high, low **Sight**: bright, dim and recognize colours. **Smell**: pleasant, unpleasant)

## INFORMATION FOR TEACHERS

1. There are five major senses in human body, i.e. the senses of smell, taste, hearing sight and touch. Each sense is different from other.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook grade – I, colour, charts and image of the parts of body with relevant senses, sweet and sour, fruits, hot and cold object.



## INTRODUCTION

| 10 MINUTES

1. Ask the students following questions randomly:
  - ◊ Which part of our body watch the things? (eyes)
  - ◊ Which part of the body help us to smell? (nose)
  - ◊ What is the functions of ear? (earing)
  - ◊ What do we do with our hands? (touch)
  - ◊ Which part of the body help us to taste food? (tongue)
2. These are called five senses of our body.



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Divide the students into two groups.
2. A students of group 1, will call the name of any particular sense.
3. While students from group 2, will tell the name of the relevant organ.

Group 1	Group 2
Body parts	Five senses
Ear	Hearing
Nose	Smell
Eyes	Sight
Tongue	Taste
Hand	Touch

### Activity 2:

1. Divide the students into different groups.
2. Tie a piece of cloth around their eyes as in hide and seek and give them different things to taste (sugar, salt, and sour fruit).
3. Ask them to express the taste to the other groups.

### Activity 3:

1. Divide the class into suitable groups.
2. Group 'A' to hear different sounds (noise, singing, bell, whispering)
3. Group 'B' to smell different object (flowers, and objects with different smell).
4. Ask the students to identify things of different smell.
5. Tie a piece of cloth around the eyes of a group and put in their hands ice, warm water, and ask them about the difference.
6. To introduce the students with the sense of sight to switch button of the light on and off turn by turn.



### CONCLUSION / SUM UP

| 5 MINUTES

Teacher conclude the lesson by telling the students about all the five senses.

- Sense of touch
- Sense of hearing
- Sense of smell
- Sense of sight
- Sense of taste



### ASSESSMENT

| 5 MINUTES

1. Ask students the following questions
2. What are eyes for?
3. How do we taste thing?
4. Which part of the body is to smell with?



### HOMEWORK / FOLLOW UP

| 5 MINUTES

1. Ask the student to draw the following parts of human body on their notebooks. (Ear, eye, nose, hand, tongue)

# HEALTH AND CLEANLINESS



## STUDENT LEARNING OUTCOMES

- Identify the ways by which they can keep themselves clean (washing hands, before and after meal and using the toilet, clipping/trimming nails, brushing teeth daily, taking bath regularly etc.
- Recognize the importance of keeping themselves, their clothes and surroundings clean for their health.

## INFORMATION FOR TEACHERS

1. Cleanliness is essential for health.
2. Cleanliness is part of our faith.
3. Cleanliness is also essential for good health.
4. A healthy body always keep sound mind.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Text book G.K Grade 1, Chart, pictures, soap, nail cutter, tooth brush, hair brush, writing board.



## INTRODUCTION

| 10 MINUTES

1. Introduce the topic by asking few questions from the students randomly.
  - ◊ What do you do before breakfast early in the morning?
  - ◊ Why do you wash your hands before meal?
  - ◊ Do you like cleanliness?
  - ◊ Why are we clip our nails?
  - ◊ Do you brush your teeth daily?



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Divide the students in suitable Groups.
2. Ask them to discuss that how can we keep our self-clean.
3. Engage the groups in discussion for 10 mints and supervise them after that the teacher ask them "what are the main things essential for cleanliness".
4. Make a list on the whiting Board such as washing hands, clipping nails, brushing teeth etc.

### **Activity 2:**

1. Maintain the groups according to the previous activity.
2. Ask Group 1 to demonstrate nail cutting.
3. Group 2 to demonstrate hand washing.
4. Group 3 to demonstrate brushing teeth teacher will observe throughout the activity and will tell about the importance of all these.

### **Activity 3:**

1. Ask the students to clean their chair, desk and surrounding area and throw the garbage in the dust bin.



### **CONCLUSION / SUM UP**

5 MINUTES

- Concluding the lesson the teacher should write the main prints about cleanliness on the writing board.
- Wearing clean clothes.
- Brushing teeth daily.
- Washing hands.
- Clipping nails.
- Keeping your surroundings clean.



### **ASSESSMENT**

5 MINUTES

1. Ask some questions for assessment from students turn by turn.
2. How do you keep yourself clean?
3. What would happen if you do not keep yourself clean.
4. How do you wash your hands and brush your teeth to keep yourself clean.



### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Ask the students "come to school tomorrow wearing neat and clean uniform".

# HEALTH AND CLEANLINESS



## STUDENT LEARNING OUTCOMES

- Recognize the fact that germs can cause diseases and list ways to avoid germs.
- Identify the unhealthy habits that cause illness like (cough, diarrhea etc)

## INFORMATION FOR TEACHERS

1. Diseases are spread by germs.
2. Contaminated water and unhygienic food causes illness.
3. Diseases spread due to playing in dirty places.



## DURATION / NO OF PERIODS: 70 MIN / 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, picture, textbook of G.K Grade – 1, soap, and thermometer.



## INTRODUCTION

| 10 MINUTES

1. Teacher will aware the students about the causes of diseases such as dirty water, dirty food, dirty dress, unhygienic places and dumping around street:
  - ◊ Germs are so small that we can't see them with naked eyes.
  - ◊ Germs lives on dirty hands, dirty dresses, food and another dirty things.
  - ◊ Germs enter our body and make us sick.
2. Narrate personal experiences regarding illness caused by unhealthy food, water and dirty places.



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Pictures can be shown to elaborate the spreading of germs.

### Activity 2:

1. Divide the students in groups who remained ill during last two / three months.
2. Ask them to share their experience.

### Activity 3:

1. Activity about "early rising playing games, brushing teeth and washing hands", from the textbook may be carried out and discussed in detail.



## CONCLUSION / SUM UP

5 MINUTES

- Tell the students that diseases are mostly spread in our environment by germs. Germs are born and grow up on dirty things. So we should drain out the dirty water nearby.
- We should also sprinkle kerosene oil on the standing water.
- Educate the students about safety measures against germs and especially corona virus.
- We should keep our body neat and clean.
- We should cover our food and keep our surroundings clean.



## ASSESSMENT

5 MINUTES

Ask the following questions.

- Why should we wash our hands before eating?
- Why is it necessary to brush our teeth?
- What are the causes of diarrhea?
- Why do we need clean drinking water?
- Why do we use soap for hand washing?
- Where are germs born and grow up?



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Teacher will ask the students to make a list of diseases caused by germs at home.

# MY FAMILY



## STUDENT LEARNING OUTCOMES

- Identify some family members (parents brothers and sisters grand-parents, aunts, uncles and cousins)
- (Paternal and Maternal)
- Recognize that they should respect all family members and friends.
- Narrate the special qualities of some of their friends.

## INFORMATION FOR TEACHERS

1. The family members include father and mother, brothers and sisters, maternal grandfather and maternal grandmother, paternal grandfather and paternal grandmother, uncle and aunt.
2. Different family members live together and they respect each other.
3. Qualities of friends, i.e. gentleman, able, respect for elders and punctual.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G-K Grade – I, charts showing relationship of family members



## INTRODUCTION

| 5 MINUTES

1. Ask the students following questions randomly.
2. How many people live in your home?
3. How many brothers and sisters do you have?
4. How many brothers and sisters does your father have?
5. How do you behave with elder members of your family?
6. Who is your favourite friends?
7. Why do you like your friend?



## DEVELOPMENT

| 15 MINUTES

### Activity I:

1. Call some students in front of class and ask them how many people are there at your home?
2. Describe the relations of people living there.
3. How many uncles do you have?

4. How many aunts do you have?
5. What is the name of your elder uncle?
6. What is the name of your younger brother?

#### **Activity 2:**

1. Paste the chart of textbook of G-K Grade-1 on relevant page on writing board and ask the students to tell relation between A and B.

#### **Activity 3:**

1. Make some groups of students who are friends and ask them to describe good qualities of their friend.

#### **Activity 4:**

1. Ask some students to tell names of their dear friends loudly in classroom and teacher should write the name on the writing board.



#### **CONCLUSION / SUM UP**

5 MINUTES

1. Describe briefly the relationship of family members living together at home and their position.
2. Tell the students to respect elders at home and in the society.
3. Describe the importance of friendship and some good qualities of friendship and tell the students to avoid bad friends.



#### **ASSESSMENT**

5 MINUTES

Ask the students.

1. Name the people whom you must respect?
2. What is the name of your paternal grandfather?
3. What does your elder uncle do?
4. Where does your aunt live?
5. Who is your favourite friend?
6. Is your friend a brave boy?



#### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Ask the students to draw the picture of a family tree as home assignment.

# OUR PARENT'S LIFE



## STUDENT LEARNING OUTCOMES

- Describe things that their parents did differently in their childhood.

## INFORMATION FOR TEACHERS

- In past the life of the people was quite different from today.
- In those days our parents used bullocks and reap the crops with hands whereas today we plough through tractors and reaping the crops by machines.
- The people of those time were simple and there lives were tough. They were used simple food like milk, butter and Lassi, whereas today we use fast foods like Chinese, pizza and burgers etc.
- Our parents used to travel on foot, tangas and horses but today there are many modern means of transportation like Rikshaws, motor cycles buses, train and aeroplanes.
- Those people were used wood as fuel whereas in modern time we use gas as a fuel.
- In past livestock was a main source of income of the people whereas today people have different jobs and trade.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook grade – I, pictures.



## INTRODUCTION

| 5 MINUTES

Teacher will ask the students randomly the following questions:

- Which means of transport do you use to travel from one place to another?
- How our parents used to travel in the past?
- What is your favourite food to eat?
- What was the common food in the past?
- How do the people sow and reap the crops today?
- What was the main source of income of our parents in the past?
- What are the main source of communications today?
- What source of communication was used by our parents in the past?



## DEVELOPMENT

15 MINUTES

### Activity 1:

1. Ask the students randomly few questions and during this process, teacher help and facilitate them, if they feel any difficulty to reply.
2. How did the people plough in the past?
3. How did the people travel in the past?
4. What was the food in those times?
5. What is your favourite food?

### Activity 2:

1. Divide the class into two groups
2. Group A will collect pictures of those time of transportation, whereas group B will collect pictures of modern means of transportation.
3. Teacher will facilitate both the groups.



## CONCLUSION / SUM UP

5 MINUTES

1. Compare those people with the people of present time and tell the students that our parent's lives were quite different from us.
2. They were tough and have no modern facilities whereas due to scientific development, we are living comfortably.
3. Teacher will conclude the lesson with given examples from daily life.



## ASSESSMENT

5 MINUTES

1. Ask the students randomly:
  - ◊ How did the people travel in the past when there was no vehicle?
  - ◊ How did our parents sow and reap the crops in the past?
  - ◊ What was the food of those people?
  - ◊ How did the people get water in the past?
  - ◊ What was the source of communication of those people?



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to ask their parents to tell them few means of transportation and food they were used in past.

# RULES OF PLAYING GAMES



## STUDENT LEARNING OUTCOMES

- Name the games they like to play.
- Recognize the importance of collaboration by participating in group activities and games.
- Define rules.
- Recognize importance of following rules.
- Observe and identify the rule when playing a game

## INFORMATION FOR TEACHERS

1. Teacher should know the basic rules for game.
2. Honesty is the basic principle for playing game.
3. Waiting for your turn is the most important rule for a game.
4. Helping one another is the spirit of games.
5. Respect and obey for referee and umpire.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Bat, ball, football, playing ground, textbook grade – I, writing board.



## INTRODUCTION

| 5 MINUTES

Teacher will ask the students:

- How do you feel when you win a game?
- When you lose a game, how do you feel?
- What is your favourite game?
- How many players are there in a cricket team?
- Who supervises the cricket match?
- How do you obey the referee?



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

1. Divide the students in team A and B.
2. Arrange a cricket match of two overs between team A and B.

3. Fumble the toss between the teams.
4. Make them understand about the basic rules of cricket.

#### Activity 2:

1. Ask the toss winning team to decide, who will bat first.
2. After playing the limited overs, the batting turn will be changed.
3. After the completion of the match, encourage the loser and appreciate the winner.
4. Looser team should congratulate the winner.



#### CONCLUSION / SUM UP

5 MINUTES

1. Teacher will tell the students that there are certain rules for every game which must be followed by players. Following rules develop civic sense.



#### ASSESSMENT

5 MINUTES

- Ask students randomly the following questions:
  - ◊ What is your favourite game?
  - ◊ How many players are there in a cricket team?
  - ◊ Who will decide to bat or bowl first?
  - ◊ What is the importance of group activity and game?
  - ◊ What are rules for?



#### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to arrange a cricket match in your home and share your experiences on the next day with your class mates.

# BENEFITS OF GAMES AND EXERCISE



## STUDENT LEARNING OUTCOMES

- Understand the importance of playing games and exercise for better health.

## INFORMATION FOR TEACHERS

- Sports are very important for better health.
- Physical exercises and games are important for good health.
- Different types of physical exercises are skipping, jumping, drill, etc.
- Benefits of games and physical exercises such as, relaxation of muscles, release of tension, physical and mental health etc.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of grade – I, pictures of different physical exercises and games



## INTRODUCTION

| 5 MINUTES

Ask some questions from the students.

- Do you go out for morning walk with your father?
- What is your favourite game?
- Why are games necessary for good health?
- How many physical exercises do you take?
- Which games are being played in your school?



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

- Divide students into two groups.
- Group A, Students interested in exercises and group B, Students interest in games.
- Arrange PT show for group A and a football match of 15 minutes for group B.
- After completion the activities, tell the students about the benefits of physical exercises and games for better health.



## CONCLUSION / SUM UP

5 MINUTES

1. Describe the benefits and importance of games and physical exercises.
2. Morning walk, regular physical exercises and games keep you fit and healthy.



## ASSESSMENT

5 MINUTES

- Ask the students:
  - ◊ Where do you go for morning walk?
  - ◊ Why do we play games?
  - ◊ Are the games and physical exercises necessary for good health?
  - ◊ How can we prevent ourselves from diseases?



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to arrangement an exercise at your home.

# NEIGHBOURHOOD



## STUDENT LEARNING OUTCOMES

- Recognize that many families living in a locality make a neighbourhood.
- Describe their neighborhood (in terms of people, farms, shops, streets, parks and playgrounds etc.)
- Identify key places on a pictorial map of a neighbourhood.

## INFORMATION FOR TEACHERS

1. People living together in one area makes a neighborhood.
2. Mutual cooperation and respect makes neighbourhood, a lovely and peaceful place.
3. Sayings of the Prophet Muhammad (SAW) remind us about the importance of neighbourhood and our duties regarding neighbourhood.
4. Mutual discussion can be the suitable method to teach the topic.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K, Grade – I



## INTRODUCTION

| 5 MINUTES

- Ask the students the following questions.
  - ◊ What is the name of your mohallah?
  - ◊ Where do you live?
  - ◊ Are there other houses in the surroundings of your home?
  - ◊ What do you call the people living in the surroundings of your house?



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

- Divide the class into suitable groups and ask them to discuss about their friends living in their neighbourhood.
- Visit each group and supervise their discussions.
- Two students from each group tell the class about their friends in the neighbourhood.
- Explain the concept of neighbourhood?

## **Activity 2:**

- Maintain the previous Groups
- Ask the Students to discuss the picture at relevant page of the textbook G.K 1 in groups.
- Help them to identify the key places on the pictorial map.
- Ask the students to think and discuss key places near their homes.
- Call students from each group to describe the features of their neighbourhood.



### **CONCLUSION / SUM UP**

5 MINUTES

- Write the following key points on writing board and explain.
  - ◊ Neighborhood.
  - ◊ Neighbors.



### **ASSESSMENT**

5 MINUTES

- Write the following two sentences on writing board.
  - ◊ Ask the students to complete the verbally.
  - ◊ Place where many families live together is called a \_\_\_\_\_.
  - ◊ People living near our house are called \_\_\_\_\_.



### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Draw a picture of a house on a paper and colour it.

# 12

# NEIGHBOURHOOD



## STUDENT LEARNING OUTCOMES

- Identify the different kinds of houses (bungalow, mud house, hut and apartment).
- Describe their home.
- Identify what makes the neighbourhood clean or dirty.
- Understand and practice the idea of keeping their homes and neighbourhood clean.

## INFORMATION FOR TEACHERS

1. Variation in size and structure of houses is caused by two reasons i.e. availability of space and resources.
2. In big cities due to lack of space high rising buildings containing a large number of apartments are being constructed.
3. By training cleanliness can be made a habit and a part of one's attitude.
4. The concept of cleanliness is not limited to one's self but it includes the whole environment.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K, Grade – I, teacher's hand written worksheets.



## INTRODUCTION

| 10 MINUTES

Ask the following questions.

1. Where is your house situated?
2. How many rooms are there in your house?
3. Are all the houses in your area of the same style?
4. What is the difference between your school and house?



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Divide the class in suitable groups.
2. Ask the students to discuss the pictures on the relevant page of textbook in groups.
3. Provide basic information about the topic (kinds of houses) and guide each group.

### **Activity 2:**

4. Hand written worksheet (as given below) shall be distributed in groups.
5. Ask the Students tick (✓) the right habit after mutual discussion.

- Throw waste in the dust bin.
- Chalking on the street walls.
- Keep your houses and streets clean.
- Spitting everywhere.
- Throwing the garbage of your home in the street.
- Making a proper duct for dirty water.


### **Activity 3:**

1. Ask the students to discuss in groups that “why should they keep their home and neighbourhood clean?”
2. Provide guidance to refine the ideas of students.
3. At the completion of discussion, one student from each group present the assigned task.



#### **CONCLUSION / SUM UP**

5 MINUTES

- Write the main points on the writing board and explain.
  - ◊ Kinds of houses.
  - ◊ Clean environment
  - ◊ Dirty environment



#### **ASSESSMENT**

5 MINUTES

Ask the students

- What is the difference between bungalow and a mud house?
- What makes our environment dirty?
- How can we keep our city clean?



#### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Draw a house on a paper and colour it.

# 13

# PLACES OF WORSHIP



## STUDENT LEARNING OUTCOMES

- Identify the Masjid in their neighbourhood as a place of worship for Muslims.
- Inquire about other places of worship (Church, Mandir, Guradwara etc.)
- Recognize that they should respect all places of worship and all religions.

## INFORMATION FOR TEACHERS

1. Worship is the basic necessity of human being.
2. Each and every religion prescribes a certain mode of worship for its followers.
3. Islam makes it compulsory for Muslims to offer prayers five times a day.
4. Other religions also prescribe a certain schedule of worship for their followers.
5. A visit to Masjid and mutual discussion shall be the suitable method for teaching the topic.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Textbook of G.K grade – I, writing board, marker, / chalk, pencil.



## INTRODUCTION

| 10 MINUTES

- Introduce the topic by asking few questions from the students randomly:
  - ◊ Who is worthy of worship?
  - ◊ Have you ever been to Masjid?



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Teacher will lead the students towards Masjid if it is situated at a nearby place to the school.
2. Teacher will explain that Masjid is a sacred place and all of us must respect it.
3. All the Muslims follow certain pre-requisites before entering the Masjid, like make ablution and put off shoes.

### Activity 2:

Teacher will:

1. Divide the students into suitable groups

2. Ask students to open the textbook of G.K G-I, and discuss the pictures in groups for five minutes.
3. Teacher will facilitate/observe the groups during group work.
4. After allotted time invite groups for presentation, and make corrections where necessary.
5. Encourage students for their group work.
6. Tell students that Muslims go to Majid for prayer.



### CONCLUSION / SUM UP

5 MINUTES

- Teacher will conclude the activity by sharing the following key points.
  - ◊ Muslims go to Masjid for prayers.
  - ◊ Christians go to church, Hindus go to Mandir and sikh to Gurdawara for worship.
  - ◊ We must respect the place of worship of every religion.



### ASSESSMENT

5 MINUTES

- Activity at page # 30 of the textbook G.K, Grade – I, can be used for assessment purpose.



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Draw a picture of place of worship according to your own religion and colour it.

# 14

# PAKISTAN



## STUDENT LEARNING OUTCOMES

- Tell the full name of our country and date of existence.
- Recognize that all the countries have a flag.
- Draw the flag of Pakistan
- Identify what the colours and symbols on the flag represent.

## INFORMATION FOR TEACHERS

1. The official name of Pakistan is Islamic Republic of Pakistan.
2. Pakistan came into being on 14th August 1947.
3. The flag of Pakistan has two colours
4. The green colour of flag of Pakistan represents Pakistani Muslims majority while the white colour shows the minorities in Pakistan.
5. The crescent shows progress of the Pakistan and the star shows light and knowledge.
6. Every country has his own flag which shows their independence.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Pakistani flag, flag of other countries like Saudi Arabia, Turkey, India, China, Iran, America, Textbook grade – I, Map of Pakistan, flash cards.



## INTRODUCTION

| 10 MINUTES

1. Paste/Draw the flag of Pakistan on writing board and ask students the following questions.
  - ◊ Do you know about the flag?
  - ◊ Do you hoist the flag every day in school?
  - ◊ Encourage students.



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Divide the class into four groups
2. Ask groups to draw flag of Pakistan and colour it.
3. Give them ten minutes for drawing.
4. During the activity teacher will facilitate groups

- After allotted time ask students to paste their respective groups flag on the front wall.
- Ask all groups for gallery walk.
- Tell them that it is the flag of Islamic Republic of Pakistan.
- Pakistan came into being on 14th August 1947.

### **Activity 2:**

- Teacher will ask the students.
  - Which part of the flag is big?
  - Take responses from students.
  - Now ask another question to the students.
  - Which part of flag is small?
  - After receiving their response ask them.
  - What is the crescent and the star for?
- Take responses and give feedback.

### **Activity 3:**

- Make pairs of the students.
- Ask students to open the relevant page of GK-1 and observe the flags of different countries for two minutes.
- After allotted time conclude the activity by identifying the flags of different countries.



### **CONCLUSION / SUM UP**

5 MINUTES

- Tell the students that our country came into being on 14th August, 1947, the official name of our country is Islamic Republic of Pakistan.
- Our country has also its own flag. Our flag is respectable for all of us.
- The national flag of Pakistan have two colours.
- Green for Muslims and white for non-Muslims.
- The crescent shows progress of the Pakistan and the star shows light and knowledge



### **ASSESSMENT**

5 MINUTES

- Ask the following question to assess the students.
  - What is the name of our country?
  - When did our country come into being?
  - What does the green colour represent in our flag?
  - What does the white colour represent in our flag?
- During collecting their responses, if they feel any difficulty guide and facilitate them.



### **HOMEWORK / FOLLOW UP**

5 MINUTES

- Ask the students to draw flag of any country of your choice from the relevant page of textbook G.K, G-I.

# SCHOOL



## STUDENT LEARNING OUTCOMES

- Tell the name and location of their school.
- Identify people they interact with in school (Teachers, students, principal, service providing staff etc.)
- Describe the activities they engage at school
- Recognize that they should respect everyone in their school (Teacher, class fellows, service providing staff etc.), regardless of their faith ethnicity and social background.

## INFORMATION FOR TEACHERS

1. Teacher may clearly mention school name its area.
2. Teacher must have complete information about school staff, its history, servicing staff etc.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Textbook of grade – I, writing board, school picture.



## INTRODUCTION

| 10 MINUTES

Ask the students.

- Which school do you read in?
- Where is your school situated?
- How many rooms are there in your school?
- Is there any playground in your school?
- How many students are studying in your class?
- Who rings the bell in the school?
- Who brings water for school?
- What do you do in your school?
- Do you respect your teachers and chowkidar?



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Call students one by one in front of class and ask them to tell his school name loudly. i.e. My school name is Government Primary School.

2. Write down the school full name on writing board in Urdu and English and tell the students to write it in their notebooks.
3. Help them out and provide guidance.

#### **Activity 2:**

1. Arrange a role play, one student play a role of teacher and the others to play role of student.
2. A student may play a role of service providing staff (Chowkidar).

#### **Activity 3:**

1. Plantation day at school may be celebrated with the participation of students and staff of the school.



#### **CONCLUSION / SUM UP**

5 MINUTES

- Tell the students that the name of our school city Government Primary School \_\_\_\_\_. It is located in the middle of the village. There are huge numbers of students are studying in our school. All the students and community should respect all the teaching and non-teaching staff of the school.



#### **ASSESSMENT**

5 MINUTES

Ask the students some questions to assess the students.

- What is your school name?
- Who is the Head teacher of your school?
- Who provide services for your school?
- Do the people of your village respect the school staff?
- Who is your school chowkedar?



#### **HOMEWORK / FOLLOW UP**

5 MINUTES

1. Draw a picture of your school at your notebook.
2. Discuss about the school activities with your parent at home.

# 16

# RULES IN SCHOOL



## STUDENT LEARNING OUTCOMES

- Share and understand the rules they follow in class and school.
- Understand why following the rules is important
- Appreciate diversity by understanding that they make different friends in school and these friends can be from different social and religious backgrounds.

## INFORMATION FOR TEACHERS

1. Rules are very important for school by obeying rules, discipline can be maintained in the class and school.
2. The students and staff should all follow the rules in the class and school.
3. Students must enter and leave the school with the permission of teacher.
4. All the students must follow the teacher's instructions.
5. Try to create fair friendly environment in school.
6. Respect each other in the class and call the correct name of your class fellows.
7. All of the students in the class and school are friends whatever their religion or social background may be.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Textbook of grade – I, writing board, chart showing classroom and school rules, flash cards etc.



## INTRODUCTION

| 10 MINUTES

Ask the students randomly.

- What do you do while entering the class in the presence of teacher?
- Do you come to school in time?
- How many friends, do you have in school?
- Do you wear neat and clean uniform?
- Do you maintain cleanliness in your school and classroom?
- Do you take things of other students without permission?



## DEVELOPMENT

45 MINUTES

### Activity 1:

- Divide the students into two groups and ask them to share the school rules with each other. Help and supervise them.

### Activity 2:

- Distribute the flash cards of school rules among the students and ask them to read loudly.

### Activity 3:

- Arrange a role play for students which shows the regularity and following the school and class rules.



## CONCLUSION / SUM UP

5 MINUTES

- Rules are very important in maintaining school discipline. All these rules are for our benefits. Following rules can save us from lot of troubles. These rules are as under:
  - Listen your teacher carefully
  - Obey your teachers.
  - Don't ask or speak without permission.
  - Call the students and teachers with respectable manners.
  - Apply through applications for leave
  - Observe the school timing.



## ASSESSMENT

5 MINUTES

Ask students to assess the students.

- Do you observe school timing?
- Do you take part in morning assembly?
- Do you take permission at the time of entrance and leaving the classroom?
- What are the benefits of following the school rules?
- Which language do you and your friends use in the class?
- Do you have any a friend abroad?



## HOMEWORK / FOLLOW UP

5 MINUTES

- Ask the students to discuss the school rules with their parent, brothers and sisters at home.

# CLEANLINESS IN SCHOOL



## STUDENT LEARNING OUTCOMES

- Know the importance of keeping their School clean.

## INFORMATION FOR TEACHERS

1. Our religion gives great importance to cleanliness.
2. Cleanliness keeps us away from many diseases
3. Cleanliness keeps us healthy and happy.
4. It increases the beauty of school.
5. We should try to keep clean ourselves, our homes, streets, school and our country.
6. If we do not keep our school clean, it will affect badly the environment of school.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Textbook of grade – I, writing board, marker, flash cards etc.



## INTRODUCTION

| 5 MINUTES

- Ask the students.

- ◊ How do you help your mother at home?
- ◊ Who sweeps the school?
- ◊ Why should we keep our school clean?
- ◊ Do you put garbage in dust bin?
- ◊ Is there any dustbin in your classroom?



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

- Ask the students to clean their classroom and put all the garbage in the dustbin.
- Observe whether all the students take part in the activity.

### Activity 2:

- Ask the students to clean the school lawn.
- Also observe this activity, encourage the students and also realize them the importance of

cleanliness.



## CONCLUSION / SUM UP

5 MINUTES

- Conclude the lesson in the following points.
- Cleanliness has great importance in life.
- Cleanliness protect us from many diseases.
- Clean environment keeps us happy and healthy.
- It provides us the best environment for education.



## ASSESSMENT

5 MINUTES

- To assess the student, ask following questions:
  - ◊ Is your classrooms neat and clean?
  - ◊ Do you like to keep your school clean?
  - ◊ What are the benefits of cleanliness?
  - ◊ Where do you put garbage?
  - ◊ What is the duty of sweeper?
  - ◊ Is there a dustbin in your classroom?



## HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the students to bring a piece of cloth to clean his/her bench desk regularly.

# TRANSPORTATION



## STUDENT LEARNING OUTCOMES

- Identify the means of transportation which people use.
- Differentiate between slow and fast means of transportation.

## INFORMATION FOR TEACHERS

1. With technological advancement we have been able to travel very fast such that we can travel around the globe within 24 hours.
2. Development in transportation means, is an important step towards globalization.
3. The topic can be taught by question/answers and sequencing /list making method.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook GK Grade – 1, Pictures of various means of transportation, glue, charts.



## INTRODUCTION

| 10 MINUTES

Teacher will ask the following questions.

- How do you go to a nearby place?
- When will we use a ride?
- Have you ever been out of your city / village?
- Which ride did you use to get there?



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

Teacher will:

1. Divide the class into suitable groups and ask them to open the relevant page of their book and recognize various means of transportation by mutual discussion.
2. Supervise the activity in groups, and facilitate the students according to their needs.

### Activity 2:

Teacher will

1. Provide each group a chart, glue and pictures of various means of transportation.
2. ask the students to arrange the pictures from slowest to fastest moving means of

transportation using mutual consultation in groups.

3. At completion of arrangement/sequencing ask the students to paste the pictures on the chart in a similar order.
4. At the completion of task one student from each group shall present their group work chart in front of class.



### CONCLUSION / SUM UP

5 MINUTES

- Teacher will conclude the activity by sharing the following key points.
- Bicycle, tonga, rickshaw, motorcycle, bus, car, train and aero plane are common means of transportation.
- Bicycle, tonga, rickshaw are slow moving, while car, bus, train and aero plane are fast moving means of transportation.



### ASSESSMENT

5 MINUTES

- Teacher shall paste the pictures of various means of transportation on writing board and ask the students to identify the fastest and slowest ride.



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask the student to paste the pictures of various means of transportation in their notebook.

# TRANSPORTATION



## STUDENT LEARNING OUTCOMES

- Identify the places where buses and trains stop, aeroplanes land and ship berth.
- Describe the activities that take place at a bus stop, railway station, airport and harbour.

## INFORMATION FOR TEACHERS

1. With the passage of time life has become too much busy and people want to reach their destinations as early as possible.
2. Bus station, railway station and airports are too much busy places with people arriving and departing every other minutes.
3. Seaports are mainly used for loading and unloading of trade goods.
4. In order to teach the topic observation method and mutual discussion shall be useful.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, Textbook of G.K Grade – 1, pictures of bus station, airport, railway station and harbor.



## INTRODUCTION

| 5 MINUTES

- Teacher will introduce the topic by asking following questions from students randomly.
  - ◊ Have you ever travelled another city?
  - ◊ By which mean of transport have you travelled?
  - ◊ Where does the buses stop?



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

- Teacher will divide the class into suitable groups.
- Ask students to open the relevant page of their textbook and ask students to discuss the pictures in groups.
- Supervise the activity by providing guidance in groups where needed.

### Activity 2:

- Teacher will divide the class into four groups.
- Provide different picture to each group like:

- ◊ Group – A Railway station
  - ◊ Group – B Airport
  - ◊ Group – C Bus station
  - ◊ Group – D Seaport
- Ask students to observe the picture in their group and discuss the name of the place and activities taking place there in five minutes.
  - Supervise and guide the work of all groups during the activity.
  - After allotted time ask groups for presentation and encourage them.



### CONCLUSION / SUM UP

5 MINUTES

- Teacher will conclude the activity by sharing main points.
- People go to bus station to travel other cities.
- People go to railway station to travel other cities by train.
- From airport people can fly to other cities.



### ASSESSMENT

5 MINUTES

- Pictures of bus station, railway station, airport and seaport are pasted by the teacher on writing board and students are asked to name the places.



### HOMEWORK / FOLLOW UP

5 MINUTES

- Students are asked to draw and colour a picture of their favorite mean of transportation.

# TRAFFIC RULES



## STUDENT LEARNING OUTCOMES

- Identify some traffic rules.
- Identify the safety rules they should follow while walking on the road, crossing a road travelling by a bus etc.

## INFORMATION FOR TEACHERS

1. Traffic laws/rules are made to maintain discipline.
2. Following traffic rules will minimize accidents.
3. Traffic rules are very much essential for our safety and smooth flow of traffic on roads.
4. Observation and mutual discussion are the suitable ways to teach the topic.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts, colour pencils, marker / chalk, prepared chart of traffic signs.



## INTRODUCTION

| 10 MINUTES

Teacher will ask the following questions to introduce the topic.

- Have you ever travelled outside of your village / city?
- What rides have you travelled through?
- Have you ever seen a big square with three coloured lights inside a city?
- Introduce the topic in the light of their responses.



## DEVELOPMENT

| 45 MINUTES

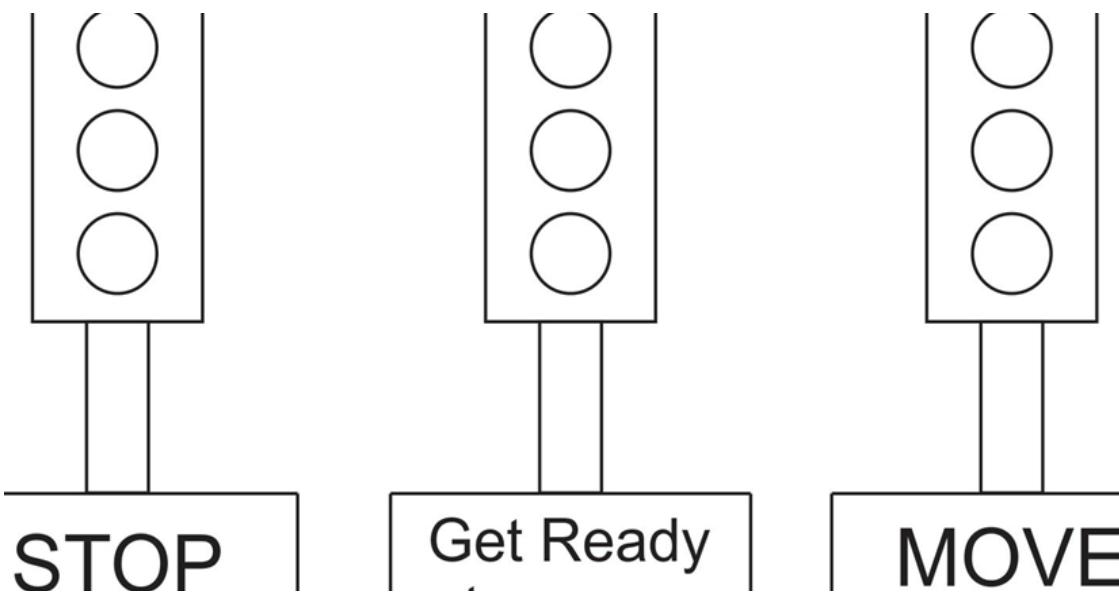
### Activity 1:

1. Teacher will paste prepared chart of traffic rules/signs from the relevant page of G.K textbook grade – I.
2. Get the information from the children through questions, shown in the picture.
3. The teacher should summarize the activity by explaining, use of footpath, zebra crossing, the meaning of red, yellow and green

### Activity 2:

1. Teacher will make three groups of students.

2. Provide each group with a chart on which three pencil sketches have been drawn as under:



3. Ask the groups to colour the relevant light with proper colour. At the completion of activity charts will be pasted at the writing board.  
4. Give feedback if required.



### CONCLUSION / SUM UP

5 MINUTES

Teacher will conclude the activity by repeating following main points.

- Use zebra crossing, while crossing the road
- Walk on the footpath or right side of the road.
- Wearing helmet while riding cycle/motorcycle.
- Red light means stop
- Yellow light means get ready to move
- Green light means move.



### ASSESSMENT

5 MINUTES

- A chart with multiple traffic signs shall be pasted on the writing board and teacher shall randomly ask the meanings of various signs from different students to assess their learning.
- Ask student to open the textbook activity page of chapter G.K Grade – I, and match the columns



### HOMEWORK / FOLLOW UP

5 MINUTES

1. Ask students to share the traffic rules with their siblings at home.

# GOOD MANNERS AND HABITS



## STUDENT LEARNING OUTCOMES

- Greet others by saying Assalam-o-Alaikum, Hello, Good Morning etc

## INFORMATION FOR TEACHERS

- Various greetings such as Assalam-o-Alaikum,Hello, good morning etc.
- The teacher should start this lesson through discussion and conversation method.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1



## INTRODUCTION

| 5 MINUTES

Teacher should greet students with Assalam-o-Alaikum while entering the class.

Ask the students.

- How are you?
  - Expected answer: we are fine
- What do you say to your parents while leaving for school?

Note their answers on the writing board, add points or repeat correct sentences if needed).



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

- Ask the students:
  - What do you say when you meet someone?
  - How do you greet each other and your family members when you get up in the morning?
  - Tell the students that we say Assalam-o-Alaikum and good morning to each other.
  - What else do we say?
- Let students think for a while and collect their responses. Make correction if needed.

### Activity 2:

- Divide the students into two groups.
- Ask each group to sit in a circle.

- Ask one group to give something like book, notebook, pen and pencil share to other group.
- Ask the all group to thank loudly.
- Now ask the groups to say thank you loudly.
- What do you say if you commit a mistake?

### **Activity 3:**

- Sit the students in pairs to discuss the pictures on relevant page of the textbooks G-K Grade 1.
- Collect responses from the students by question and answer.



### **CONCLUSION / SUM UP**

5 MINUTES

- Tell the students that people of different religions greet each other differently when they meet.



### **ASSESSMENT**

5 MINUTES

Assess the student with the help of following.

- When you meet with friend, what you say \_\_\_\_\_?
- When you leaving the home, what you say \_\_\_\_\_?



### **HOMEWORK / FOLLOW UP**

5 MINUTES

Ask the students:

- Greet their parents when leaving for school, friends at school and teachers with Assalam-o-Alaikum.

# GOOD MANNERS



## STUDENT LEARNING OUTCOMES

- Identify various aspects of good character. (Punctuality, speaking politely, kindness, honesty, and truthfulness.)

## INFORMATION FOR TEACHERS

- Good qualities of character are imbedded in the early years of one's life.
- Good qualities of character are learned by following those personalities which inspire us.
- Teachers are a good source of inspiration for students of Grade – I.
- Therefore, teachers are required to exhibit consciously those good qualities of character in order to become a source of inspiration for their pupils.
- Role play, discussion and real life activities of sharing shall be the suitable ways for the teaching of the topic.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – I



## INTRODUCTION

| 5 MINUTES

- Ask following questions to the student:
- Which type of persons are liked by every one?
- Can you name some good qualities?



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

- Divide students in groups and assign one topic of good character for role play to each group.
- Teacher shall explain the meaning of every good quality.
- Teacher shall discuss in each group the detail about how to perform role play.
- Teacher shall play the role of active facilitator for the execution of role play.

### Activity 2:

- Arrange an activity of lunch sharing by the students in classroom during the mid-break.
- Teacher shall supervise the activity and also talk about the importance of sharing things

with others.

### Activity 3:

- Ask the students to come in front of class one by one and narrate stories about how and when they shared something with a friend.
- Teacher shall facilitate and encourage shy students to narrate their words.



### CONCLUSION / SUM UP

5 MINUTES

- Repeat the key points in class i.e.
- To be successful in life one must adopt a good character.
- Punctuality is the key to success.
- By speaking politely we can win the hearts of others.
- Kindness is very much liked by Allah.
- Honesty and truthfulness are the most admirable aspects of good characters.



### ASSESSMENT

5 MINUTES

- Write down the following list on the writing board and ask a few students to come one by one and encircle the good quality of character.
  - ◊ Punctuality, telling lies, speaking harshly, kindness, speaking politely, honesty, back biting, deceiving, and truthfulness.



### HOMEWORK / FOLLOW UP

5 MINUTES

- Make a conversation with your parents about good qualities of character and present it in the class next day.

# EATING MANNERS



## STUDENT LEARNING OUTCOMES

- Demonstrate etiquettes of eating (don't waste food, eat with clean hands, don't drop food around)
- Understand the hazards of eating unhealthy food.
- Recognize the etiquettes of using the washroom.

## INFORMATION FOR TEACHERS

1. Knowledge and practice of the etiquettes of eating is essential for their demonstration in daily life.
2. Continuous monitoring and supervision of students during the mid-break when they are taking their lunch is very helpful in producing the desired results.
3. Practical activities like washing hands, eating activities in the class room with clear and precise instructions will be the suitable way for the teaching of topic at hand.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1



## INTRODUCTION

| 10 MINUTES

- Teacher will ask the following questions:
  - ◊ Which is your favourite dish?
  - ◊ What are the important steps which you keep in mind while going to eat something?
- Collect their responses and involve the students in discussion.



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Take all the students out of class towards the hand washing place in your school.
2. Repeat the proper hand washing steps provided on the relevant page of textbook of G.K Grade – I.
3. Ask each student to come forward and repeat a similar practice.

### Activity 2:

1. Ask the students to take their lunch within classroom.

2. The teacher shall facilitate the activity and monitor them.
3. During activity the teacher will explain in the class about basic etiquettes of eating.
4. After the process of eating, the teacher ask them to wash their hands.

#### **Activity 3:**

1. Through a question answer session the teacher shall share with students basic principles of health i.e.
2. they must take healthy food.
3. eating un-healthy food causes severe harms to their health.
4. washing hands with soap after using the toilet protect us from germs.

#### **Activity 4:**

1. Take all the students out of the class and practice them how to use washroom.
2. The following etiquettes must be followed in this connection.
3. After using the washroom, properly wash the hands with sope.
4. Make proper use of the water/toilet paper etc.



#### **CONCLUSION / SUM UP**

5 MINUTES

- Main points of the lesson shall be repeated to conclude the lesson.



#### **ASSESSMENT**

5 MINUTES

- Ask randomly from students to describe orally the eating manners.



#### **HOMEWORK / FOLLOW UP**

5 MINUTES

- Students shall demonstrate the hand washing steps to their parents at home.

# LIVING AND NON – LIVING THINGS



## STUDENT LEARNING OUTCOMES

- Recognize living and non-living things around them.

## INFORMATION FOR TEACHERS

1. Things around us can be categorized into two broad groups. i.e. living things and non-living things.
2. Living things are further divided into two groups. i.e. plants and animals.



## DURATION / NO OF PERIODS: 35 MIN/ 01 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts showing the pictures of living and non-living things glue, marker/chalk.



## INTRODUCTION

| 5 MINUTES

Paste the picture of a cat and chair on the writing board and ask following questions.

- What do you see in these pictures?
- How the cat is different from chair?
- What are the main differences between cat and chair.

Teacher will write the answers on writing board in the form of a list.



## DEVELOPMENT

| 15 MINUTES

### Activity 1:

1. Teacher will explain the main differences between living and non-living things and then through question – answer session to deduce the following points and write their response on writing board.
  - ◊ Living things can breathe.
  - ◊ Living things can move.
  - ◊ Living things can eat and drink.
  - ◊ Living thing can grow up.
  - ◊ Living things can die.
  - ◊ Non – living things neither breathe nor move.
  - ◊ Non – living things neither eat nor drink.
  - ◊ Non – living things do not grow up.

## **Activity 2:**

1. Distribute the class into suitable groups and provide each group with a chart having two columns.

Living things	Non – Living things

2. Provide each group a number of pictures of living and non-living things and ask them to paste the pictures in their respective columns with mutual discussion.
3. During the activity teacher will facilitate the groups.
4. At the completion of activity group leader from each group shall present the work in front of the class.
5. Teacher will appreciate and encourage the students.



## **CONCLUSION / SUM UP**

5 MINUTES

- Teacher will repeat the three main differences between living and non – living things as pointed out in the activity 1.



## **ASSESSMENT**

5 MINUTES

- Teacher will ask the students to fill the activity chart provided on the relevant page of textbook G.K for grade – I students many be asked to add more living things and Non-living things in the chart if they know.



## **HOMEWORK / FOLLOW UP**

5 MINUTES

- Prepare a small album of living and Non – living things by collecting photographs/pictures.

# PLANTS



## STUDENT LEARNING OUTCOMES

- Identify the plants they see around them.
- Recognize the differences between the plants they see around them.
- Recognize the importance of plants/trees as a source of food, shade and shelter.
- Identify the things around them that are made up of plants/trees.

## INFORMATION FOR TEACHERS

1. Plants can be divided into two groups:
2. Flowering plants (sun flowers, orchids etc) and Non flowering plants (mosses and ferns etc)
3. Plants generate oxygen and absorb carbon dioxide which provide us in a clean and healthy environment.
4. Observation and mutual discussion are suitable method to teach the topic at hand.



## DURATION / NO OF PERIODS: 105 MIN/ 03 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts of various plants. Marker etc.



## INTRODUCTION

| 25 MINUTES

- Teacher will ask the following questions.
  - ◊ What kind of plants are there in your home?
  - ◊ Which types of plants you see in your school?
- What are the main benefits of plants?



## DEVELOPMENT

| 65 MINUTES

### Activity 1:

1. Take the students for a short visit to a garden situated near the school.
2. Ask them to keenly observe the plants around them in the garden.
3. Teacher should help them in recognizing various features of plants and their names.
4. When students return back to the classroom, ask them to share the informations of their visit.

## **Activity 2:**

1. Distribute the class into two groups.
2. Ask one group to take a round trip of the school building while the other group will minutely observe the classroom.
3. Direct both groups to identify the things made up of wood.
4. At the end, group leader of each group will present the findings in front of class.



### **CONCLUSION / SUM UP**

5 MINUTES

- Teacher will discuss the main points:
  - ◊ Plants are an important source of wood, food, shade and shelter.
  - ◊ Plants play very important role to keep the environment clean and healthy.



### **ASSESSMENT**

5 MINUTES

- Following questions will be asked as assessment.
  - ◊ How many types of plants are there?
  - ◊ From where we get wood?
  - ◊ Name a few things made up of wood?



### **HOMEWORK / FOLLOW UP**

5 MINUTES

- Ask the students to paste stickers of different flowers/plants in their notebook.

# ANIMALS



## STUDENT LEARNING OUTCOMES

- Identify the differences between common, domestic and wild animals in terms of physical features.
- Identify some common domestic and wild animals.
- Identify the food which different animals eat.

## INFORMATION FOR TEACHERS

1. Some animals are called pet animals.
2. Some animals cannot be domesticated because of their wild nature and physical features.
3. Most of the wild animals are meat eaters.
4. Observations and discussion are suitable to teach the topic in hand.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts of different animals, marker etc.



## INTRODUCTION

| 10 MINUTES

- Teacher will ask following questions.
  - ◊ Which animals are there in your home?
  - ◊ Name few animals which we keep as pets?
  - ◊ Do we keep lion as a pet?
- Name few animals dangerous for us.



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Divide the class into suitable groups.
2. Ask the students to open the relevant page # of textbook successively and discuss the pictures in groups.
3. Teacher will observe each group and will facilitate the student in recognizing various animals and their physical features.
4. Teacher will explain the students that wild animals cannot be kept at home due to their dangerous habits, as they can cause harm to us.
5. Through pictures on relevant page #, teacher explain that some animals eat only meat, some animals eat grass and some animals eat both grass and meat.

### **Activity 2:**

1. Provide each group with a chart, having the following columns.

Wild Animals	Pet Animals

2. Provide each group with a number of pictures of wild and pet animals.
3. Ask the students to paste the pictures in their respective columns.
4. After the completion of activity, group leader from each group will present group work in front of the class.

### **Activity 3:**

1. Following animals list written on a chart will be provided to each group.

Goat	Cow	Lion	Bear
Monkey	Cheetah	Buffalo	

- ◊ Students are advised to colour the boxes
- ◊ Animals which eat only meat shall be coloured red.
- ◊ Animals which eat only grass shall be coloured green.
- ◊ Animals which eat both meat and grass shall be coloured brown.
- ◊ After the completion of activity, charts will be pasted in front of class.



### **CONCLUSION / SUM UP**

5 MINUTES

Teacher will repeat the main points of lesson in front of class:

- Wild animals have large claws and pointed teeth.
- Goats, cows, rabbits, dogs and some birds are common domestic animals.
- Bear, lion, snake and crocodile are wild animals.
- Some animals eat meat while some eat grass while some eat both meat and grass.



### **ASSESSMENT**

5 MINUTES

- The following questions will be asked as assessment:
  - ◊ Name some domestic animals.
  - ◊ Name some wild animals.
  - ◊ Which type of teeth are found in wild animals?
  - ◊ Name an animal which eats both meat and grass?
  - ◊ Name of the animals which eat meat only.
  - ◊ Name of the animals which eat grass only.
  - ◊ Name of the animals which eat both meat and grass.



### **HOMEWORK / FOLLOW UP**

5 MINUTES

- Collect the pictures of some domestic and wild animals to make a small album.

# PLANTS



## STUDENT LEARNING OUTCOMES

- Recognize the importance of animals as a source of food, joy and transport.
- Identify the homes of animals (desert, jungle, water, mountains etc.)
- Differentiate between animals that can and cannot be kept at home with reasons.
- Identify measures for better care of domestic and wild animals and plants.

## INFORMATION FOR TEACHERS

1. Egg, meat and milk are major sources of food, provided by animals.
2. Some animals are used as transport such as horse, camel, and elephant etc.
3. Different environments are suitable for different animals like jungle, water and mountains.



## DURATION / NO OF PERIODS: 140 MIN/ 4 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, charts of domestic and wild animals, glue marker etc.



## INTRODUCTION

| 25 MINUTES

- Teacher will ask the following questions:
  - ◊ Do you drink milk and eat meat?
  - ◊ Name few animals from which we get meat?
  - ◊ Name of animals that provide us milk?
- Have you ridden an animal? If yes then name.



## DEVELOPMENT

| 100 MINUTES

### Activity 1:

1. Divide the class into suitable groups and ask them to open textbooks at the relevant page.
2. Ask them to discuss the pictures in groups.
3. Facilitate each group and explain the key points during discussion.
  - ◊ We get milk, meat and eggs from animals.
  - ◊ Animals are also used for carrying goods and as a transport like donkey, ox, camel and horse.
  - ◊ Most of the animals live on land while few animals live in water like fish.

### **Activity 2:**

- Provide each group of students with a chart having three columns.

Meat	Milk	Eggs

- Provide each group with multiple pictures of different animals.
- Ask them to paste the pictures of various animals from which we get meat, milk and eggs in their respective columns.
- After completion of task, each group leader will present group work in front of class.

### **Activity 3:**

- Ask the students to discuss the pictures at the relevant page of the textbook in groups.
- Teacher will observe the groups and explain basic concept through discussion:
- Camel is found in deserts which is best place to its physical features.
- Fish are found in water which is suitable to their needs and physical features.
- Lion is found in Jungle which is according to its nature.

### **Activity 4:**

- Take the pictures of camel, lion, cow, goat and fish.
- Past the pictures on the writing board
- Ask the students where does each one of the animals live?
- Randomly repeat the pictures and take answers from different students.

### **Activity 5:**

- Teacher will initiate a discussion with class about how can we take care of pet animals and plants.
- Teacher will conclude the discussion with following key notes:
- We should take care about the cleanliness of our pets and their living places.
- Plants need to be watered daily and make sure that proper light is available.



### **CONCLUSION / SUM UP**

5 MINUTES

- Key points to be repeated:
  - Animals are a source of food and transport.
  - Different environments suit different animals.
  - Cleanliness is essential for pets.
  - Water and light are essential for plants.



### **ASSESSMENT**

5 MINUTES

- Ask the following questions from students as assessment
  - Name two animals which give us milk?
  - Which animal is found in desert?
  - Name an animal which lives in water?



### **HOMEWORK / FOLLOW UP**

5 MINUTES

- Collect two pictures i.e. one of a pet animal and one of a wild animal and paste them in your notebook.

# EARTH



## STUDENT LEARNING OUTCOMES

- Identify earth as a planet.
- Recognize the shape of the earth.
- Recognize that the Earth is covered with land and water.

## INFORMATION FOR TEACHERS

1. Earth is the part of solar system and sun is the central point.
2. The Earth is one of the nine planets which revolve around the Sun.
3. Observation of the model of the Earth (Globe) and discussion shall be the suitable way to teach the topic.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, Globes, dry erase markers, prepared chart, flash cards.



## INTRODUCTION

| 10 MINUTES

- The teacher shall bring a tennis ball to the class. While displaying the ball in front of class ask the children.
  - ◊ What is the shape of ball?
  - ◊ What is the shape of the Earth on which we live?



## DEVELOPMENT

| 45 MINUTES

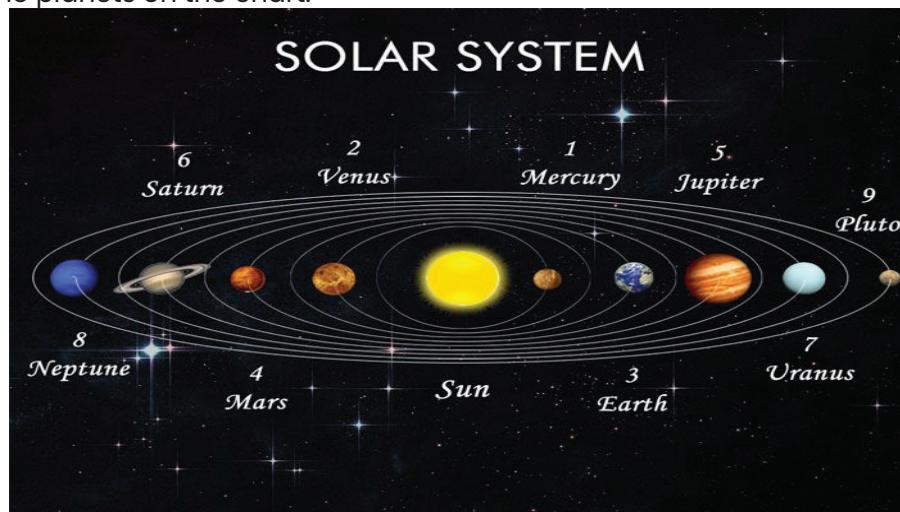
### Activity 1:

1. Divide the class into suitable groups and provide each group a globe.
2. Ask the students to discuss the shape of the globe.
3. Monitor the groups and provide basic information about globe.
4. The globe is a small model of the Earth which shows the shape of the earth.
5. Earth is a planet which revolves around the Sun.

### Activity 2:

1. Maintain the groups, paste the chart of solar system on the writing boards, provide them flash cards of the solar system.
2. Ask the students to discuss the sun and the planets revolving around it.

- Observe whether earth is one of these planets.
- Each group tell the class what they see in the flash cards.
- Identify the planets on the chart.



### Activity 3:

- Rearrange the class in two groups.
- Ask group A to trace the blue area of the globe and colour it in blue.
- Group B to trace the area other than the blue and colour it in green / brown.
- Ask each group to paste their traced paper on the writing board.
- Now, tell the students, the tracing paper of group A represents the water and the tracing paper of group B represents the land.
- Both the water and land covers the earth.



### CONCLUSION / SUM UP

5 MINUTES

Write the main points of the lesson on writing board and explain.

- The earth
- Land
- Water



### ASSESSMENT

5 MINUTES

- Teacher will ask the following questions.
  - What is the shape of the Earth?
  - Which portion of the Earth is filled with water?
  - What is the other portion covering.



### HOMEWORK / FOLLOW UP

5 MINUTES

- Ask the students to colour the picture of Earth provided at the page # 60 of the textbook G.K.
- Fill the land with green colour and water with blue colour.

# CELESTIAL OBJECTS



## STUDENT LEARNING OUTCOMES

- Identify celestial objects in the Sky during day and night.
- Recognize that the Sun shines very brightly during the day and gives us heat and light.
- Recognize that the Moon and Stars shine at night.

## INFORMATION FOR TEACHERS

1. The Earth, the Sun and the Moon are the part of solar system.
2. Sun is the central point of the solar system.
3. The Earth and other planets revolve around the Sun.
4. Sun is the source of energy which provides light and heat to the Earth and the Moon.



## DURATION / NO OF PERIODS: 70 MIN/ 02 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of G.K Grade – 1, A chart containing the sketch of Sun, Moon and Stars.



## INTRODUCTION

| 10 MINUTES

- Teacher ask the following questions.
  - ◊ What do you see in the Sky at night?
  - ◊ What do you see in the Sky during the day time?
  - ◊ Can you tell why is day so bright?
  - ◊ What is the colour of the sky during the day time and at night?



## DEVELOPMENT

| 45 MINUTES

### Activity 1:

1. Paste a chart containing the sketch of Sun, Moon and Stars on the writing board.
2. Ask the students to identify the Sun, Moon and Stars on the chart.
3. The Sun shines brightly during the day.
4. In the evening the Sun goes down and it gets dark everywhere.
5. When it becomes dark the Moon and Stars are visible.

## **Activity 2:**

1. Take the students out of the classroom, ask them to observe the sky and their surroundings.
2. After 5 to 10 minutes bring the students back into the classroom?
3. Now ask the students what did they see in the sky?
4. Was there any difference between temperature inside the classroom and outside in the sun



### **CONCLUSION / SUM UP**

5 MINUTES

Write down the main points on the writing board and repeat it.

- Sun
- Moon
- Day
- Night



### **ASSESSMENT**

5 MINUTES

- Ask the students:
  - ◊ What does the Sun do for us?
  - ◊ Why does darkness prevail at night?
  - ◊ Why do we feel hot during the day time?



### **HOMEWORK / FOLLOW UP**

5 MINUTES

- Draw the objects visible during night on a chart and colour them.





# قومی ترانہ

پاک سر زمین شاد باد  
کشور حسین شاد باد  
تو نشان عزم عالی شان  
پاکستان!  
ارض مرکز یقین شاد باد

پاک سر زمین کا نظام  
عوام قوت اخوت  
پاک ندہ تابندہ باد  
سلطنت ملک،  
شاد باد منزل مراد

پرچم ستارہ و ہلال  
رہبر ترقی و کمال  
ترجمان ماضی شان حال  
استقبال! جان  
سايہ خدائے ذوالجلال





PROFESSIONAL DEVELOPMENT  
FOR QUALITY EDUCATION

GRADE  
**1**

# LESSON PLANS FOR TEACHERS

# MATHEMATICS

Based on  
Curriculum 2020



**Directorate of Curriculum and Teacher Education (DCTE)**  
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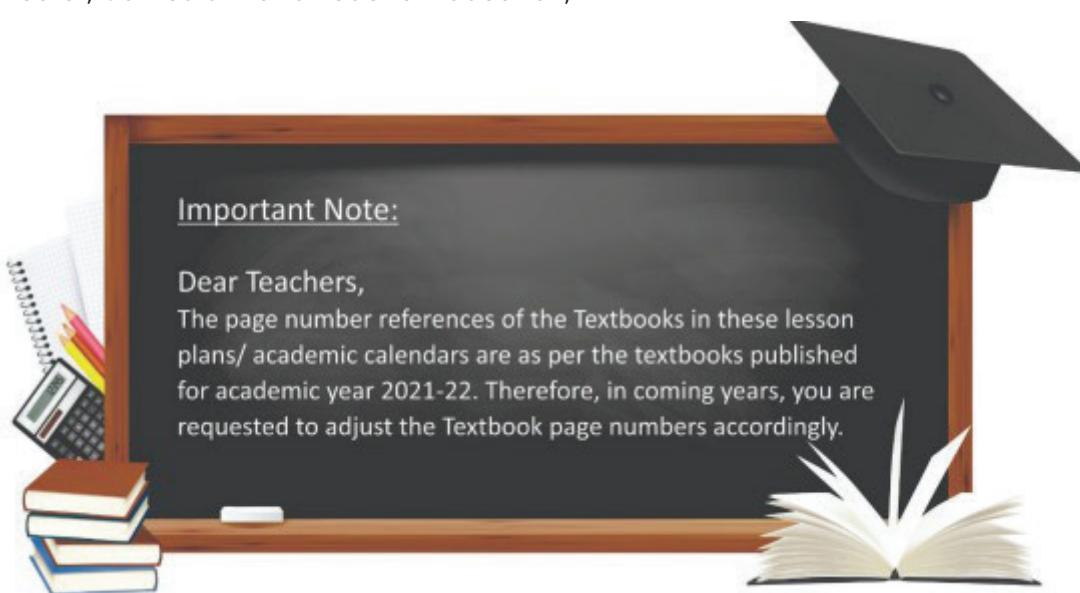
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**NOTIFICATION:**

**No.5730-5893/F.24/Vol-II/SLP/G-I/SS-M&E, dated: 30-08-2021 :** Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-I in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**

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# **INTRODUCTION**

Teaching and learning process in the classroom can vary concerning the ability, experience, and training of the teacher, which is why to standardize instruction, every good and effective teacher requires a lesson plan. The preparation of a lesson plan is important for clarity and comprehension regarding how the entire learning process will be handled as well as how students can understand and store the knowledge that is being passed onto them.

Lesson plans are vital for helping students accomplish their goals within a learning environment on a short-term and long-term basis. Lesson plans based on clearly defined Student Learning Outcomes (SLOs) concerning the textbooks ensure students are taught the required curriculum most efficiently. These ensure the teacher is adequately prepared and has a clear sense of direction for their lessons. In the context of Khyber Pakhtunkhwa, Lesson Plans are designed to support teachers to implement new pedagogical methods and help provide direction to instruction in the classrooms.

## **Traditional Teaching Style:**

Many teachers in Pakistan have come to rely on the textbook for teaching. They come into the classroom, ask students to open the textbook on a certain page, have students read a portion of the text, paraphrase the same and then ask students to answer questions that require them to reproduce material from the text. They teach every subject (the exception being mathematics) and every lesson in the same way. In some cases, the teacher is unable to complete the curriculum or impart the SLOs for a particular grade to the students effectively. Using lesson plans ensure standardization in teaching quality and provides a clear goal with relevant activities that can help students learn more effectively and achieve curriculum milestones.

## **What is a Lesson Plan?**

A lesson plan is a description of the instructions for the purpose of teaching the contents of the textbook of a particular subject and achieving Student Learning Outcomes (SLOs).

A lesson plan is the road map for teachers for the achievement of SLOs effectively during class time. The teachers design appropriate learning activities and develop strategies to obtain feedback on students' learning. A carefully constructed lesson plan allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students.

A successful lesson plan addresses and integrates three key components:

- ◊ Student Learning Outcomes (SLOs).
- ◊ Learning activities.
- ◊ Assessment to check for students' understanding.

## **Benefits of Lesson Planning**

Most important benefits of lesson planning are to:

- Improve the quality of teaching and learning.
- Establish clarity of purpose.
- Facilitate achievement of student learning outcomes.
- Use available time effectively.
- Develop appropriate materials and ensure their effective use.
- Develop the confidence of teachers.

## Development Process of a Lesson Plan

Lesson plan usually starts with a thinking process. This thinking process is basically completed in four parts.

- **First**, determine the SLO; that is, what the children will learn, what they will be able to do upon completing the activities or work of the lesson.
- **Second**, determine what the students already know, before beginning of the lesson that can lead into a new curriculum of the day.
- **Third**, determine at least one way to assist the students in learning the new curriculum.
- **Fourth**, determine a way to evaluate the learning outcomes of the students.

## Components of a Lesson Plan

Common elements of lesson plans are; unit of study, a title/topic/problem, identification of student learning outcomes (SLOs), a sequence of learning activities including introductory, developmental and concluding activities, list of materials to be used and assessment strategies.

- ❖ **Choosing the Topic.** You can choose any topic from the textbook of the designated grade, a skill such as information gathering, a value such as peace, a current affair topic or an area of special concern such as the environmental pollution etc.
- ❖ **Identifying Student Learning Outcomes (SLOs) from the Curriculum.** The Curriculum has identified the student learning outcomes to be achieved for each topic. Identifying the student learning outcomes will help you to clarify the knowledge, skills, attitudes and values to be developed. Choose only one to three SLOs to develop your lesson (many more for a unit plan).
- ❖ **Material Resources.** A key part of planning is to ensure the identification, adaptation and development of resources required for the lesson for both teachers and students.
- **Development:**
  - ❖ **Introductory Activities:** Introductory activities are designed to introduce the topic, a subtopic or establish connection with the previous lesson. They are designed to build readiness, create interest, raise questions and explore what children already know about the topic, recall relevant information, motivate students and focus their attention on the topic/theme/problem to be studied. Introductory activities can include an arrangement of pictures or activities that stimulate interest and questions. Others may be based on the teacher posing questions, reading a poem or story on the teacher posing questions or reading a poem, story, etc. A test, an inventory, or a quiz may be used to find out what students know in order to build on their existing knowledge.
  - ❖ **Developmental Activities:** Developmental activities should emerge out of the introductory activities. There should be smooth transitions between the activities to provide a smooth learning sequence. These activities are designed to actualize the student learning outcomes. They introduce new concepts, skills and values or build on past learning and should be linked with each other. Applicative or demonstrative activities extend learning and develop the ability to use concepts and skills. Creative and expressive activities enrich learning and develop the ability to improvise and apply learning in original ways.
  - ❖ **Concluding the lesson:** Conclusion includes activities that serve to consolidate, summarize, or facilitate application of knowledge and skills of students to a new situation. They are generally related to the main idea of the lesson. The concluding activities could bring together the different main ideas of the unit. In this case, the emphasis should be on the educational outcomes and not on "putting on a show".
  - ❖ **Assessment of Learning.** Assessment strategies can tell us how well or to what extent the student learning outcomes have been met. Assessment of learning is important in all phases of the lesson/unit from introduction to conclusion. A variety of tools can be used to assess the realization of the chosen learning outcomes. Some of these will be prepared as part of the learning activities. For example, the drawing and labeling of a map, the checklist for evaluating a discussion or simply asking questions relevant to the day's topic. Other tools such as tests can be prepared ahead of time as well.
  - ❖ **Follow up/homework task.** This component includes follow up activities or home assignments to be undertaken by students at home.

# PREFACE

The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, is committed to improve the quality of teaching and learning by taking a number of reforms and initiatives for the improvement of quality education in line with the national and international emerging trends. Providing quality education at primary level is the first imperative step towards achieving this goal.

For this purpose, the Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa, at Abbottabad, has been entrusted the responsibility of developing and reviewing teachers' in-service and pre-service training materials for the improvement of pedagogical skills of teachers.

These quality improving initiatives also include development of teacher's guides of scripted lesson plans at primary level that support teachers to implement new pedagogical methods. These teacher guides are intended to assist teachers with the provision of content, effective teaching methods and tools for measuring what learners have gained. These guides will ensure an effective and participative engagement of teachers with students as activities included in these lesson plans are student-centered.

These teacher guides of Lesson Plans based on Student Learning Outcomes (SLOs) of Curriculum 2006 were developed for the first time in 2013. In 2018-2019, the Directorate of Curriculum & Teachers' Education Khyber Pakhtunkhwa undertook the task to revise and develop the Scripted Lesson Plans for Grade I-III according to the Academic Calendar on missing Students Learning Outcomes (SLOs).

As the Curriculum has been revised and new textbooks are developed in 2020 for Grades Pre-I to V, hence the need has been felt that these Lesson Plans for Grades I to V are to be revised, developed and aligned with the updated Curriculum 2020, accordingly.

The Directorate of Curriculum and Teacher Education Khyber Pakhtunkhwa constituted different committees comprising of Curriculum/Subject experts and teachers for developing these Lesson Plans based on Curriculum 2020. DCTE acknowledges the efforts of these experts for developing and reviewing these scripted lesson plans.

The Directorate of Curriculum and Teachers Education Khyber Pakhtunkhwa is also thankful to the Technical Assistance of Khyber Pakhtunkhwa Education Sector Programme (KESP) in the finalization of these lesson plans.

**Gohar Ali Khan**  
**Director,**  
**Curriculum and Teacher Education**  
**Khyber Pakhtunkhwa, Abbottabad.**

**Month**

1

# COUNTING 1 TO 9 AND NUMBER ZERO "0"



## STUDENT LEARNING OUTCOMES

- Identify numbers 1 – 9
- Identify 0 as a number

## INFORMATION FOR TEACHERS

The teacher should know:

1. How to use hand gestures/terms/words/numbers.
2. How many fingers to hold up while saying different numbers.
3. That zero (0) means nothing.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



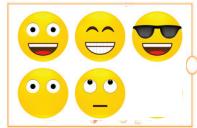
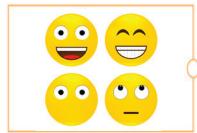
## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Chart, Small Items like bottle caps, erasers, leaves, pebbles, etc.



## INTRODUCTION

1. Display the following chart on the board and ask students to count the number of objects.
2. Guide the students to count different items on these charts.
3. Hold up the correct number of fingers as well.
4. Using a single type of item e.g. pencil. First place one pencil on the table and using fingers identify it as 1, next place another pencil identify that as 2, tell them when you place one pencil and then another one it is now called 2. Repeat until all 9 pencils are placed while explaining that when one another pencil is comes into the pile the total pencils are more than before. We count them so we can tell how many we have.





## DEVELOPMENT

### Activity 1

1. For this activity, focus on the numbers 1 to 5.
2. Sort and display different items on the teachers' desk. e.g., place 1 eraser, 2 pencils, 3 sharpeners, 4 leaves, and 5 pebbles/rocks on the table.
3. Ensure that no single item has more than 5 units.
4. Ask students to come up to the front of the class to answer questions.
5. For each question, the student should say the correct number and also show the correct number of fingers:
  - ◊ How many erasers do you see?
  - ◊ How many pencils do you see?
  - ◊ How many sharpeners do you see?
  - ◊ How many leaves do you see?
  - ◊ How many rocks do you see?

### Activity 2

1. For this activity, focus on the numbers 6 to 9.
2. Draw new images not already on the chart e.g., draw 6 hearts, 7 balls, 8 apples, and 9 stars.
3. Ask students to come up to the front of the class to answer the questions written below.
4. For each question, the student should say the correct number and also show the correct number of fingers:
  - ◊ How many hearts do you see?
  - ◊ How many balls do you see?
  - ◊ How many apples do you see?
  - ◊ How many stars do you see?

### Activity 3

1. To introduce the idea of zero as "nothing" this activity will be conducted in the classroom.
2. Place nine pencils on the table.
3. Ask ten students to come to the teacher's table.
4. Ask the 1st student to count these pencils and say the number out loud. The student will say "9".
5. Now ask each student, one by one, to pick one pencil from the table and count the remaining pencils and say that number out loud.
6. Continue this until the 10th student. When that student will not find any pencil on the table, he/she should say that there is nothing on the table or there is no pencil on the table.
7. Tell students that when there is "nothing" then we can say "there are zero pencils on the table".
8. Tell students that "nothing" is the same as "no thing" which is the same as "zero".
9. On the board, show students that when written numerically, "zero" is written as "0".



## CONCLUSION / SUM UP

Guide student discussion so that students recall the counting of various items. Students should also recall that the absence of an item or "nothing" is the same as "no thing" and in Mathematics it is represented by "0" and read as "zero".



## ASSESSMENT

1. Ask a few (1-9) students to line up at the front of the class.
2. Ask how many students can you count standing at the front of the class?
3. Do this several times with a different number of students lined up at the front.
4. After students are sent back to their seats, ask "how many students can you count standing at the front of the class?". Students should say "zero".



## HOMEWORK / FOLLOW UP

Assign a different number (0 - 9) to the students and ask them to bring any small item equal to the assigned number to the class.

# COUNTING



## STUDENT LEARNING OUTCOMES

- Read numbers up to 9 in numerals and words.
- Write numbers up to 9 in numerals and words.

## INFORMATION FOR TEACHERS

The teacher should:

1. Know how many fingers to hold up while saying different numbers.
2. Know the spellings of each number 0 to 9.
3. Understand that zero (0) means nothing.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Chart, Flashcards with numbers from 1 to 9.



## INTRODUCTION

1. Use the chart from lesson 1 and paste it on the board. If the chart is not available, then draw the pictures on the board.
2. Ensure that there are 2 blank spaces in front of each picture as shown below:



1

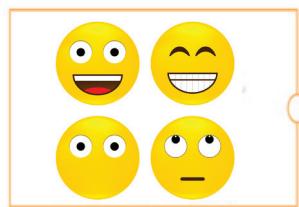
One



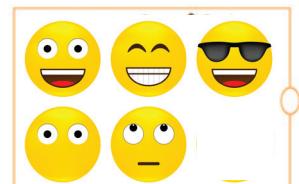
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- Ask students to raise their hands and say out loud the number of items in each row.
- When a student says "one" write the numeral in the second column followed by the words in the third column. This has been shown for 1 above.
- Repeat this for all numbers from 1 to 9.



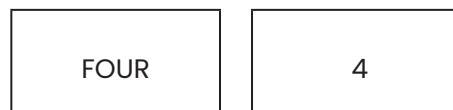
## DEVELOPMENT

### Activity 1

- Divide the class into pairs and give them cards with numerals from 1 to 9 written on one side.
- Ask the pair to work together and to write in words the number on the other side of the flashcard.
- Tell students to get guidance from the chart on the board.

## Activity 2

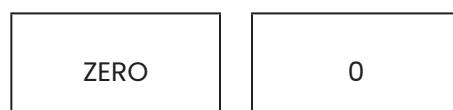
1. Collect the flashcards from Activity 1 and place them on your desk. There is no need to sort out the cards. They may be facing up or down.
2. Ask a student to come up to the desk, select a card and read what it says.
3. If the student comes up and selects the flashcard with the number 4, the student should say out loud “four”. If the student is unable to read, other students should help.
4. Ask another student to come up to the board and select a card with the numeral 4.
5. Paste these two flashcards together on the board as shown below:



6. Repeat this until all numbers from 1 – 9 are paired on the board.
7. Provide guidance where needed.

## Activity 3

1. Ask students if they know what we say “nothing” in Maths?
2. Students should remember from the previous lesson that the word “zero” denotes nothing in mathematics. Guide students if necessary.
3. Write and paste the following two flashcards on the board and ask students to copy them in their notebooks.



## CONCLUSION / SUM UP

1. Draw the following table to summarize the topic.

Numeral Form	In Words Form
0	Zero
1	One
2	Two
3	Three
4	Four
5	Five
6	Six
7	Seven
8	Eight
9	Nine

2. Randomly select students to read the numbers (either numerals, words, or both) in any order.



## ASSESSMENT

1. Draw the table below on the writing board.
2. Ask the students to complete the table. These numbers are not in order.

Numeral Form	Word Form
9	
0	
	One
4	
7	
	Three
	Nine
	Six
2	
8	
	Five



## HOMEWORK / FOLLOW UP

Complete page 6 of the textbook in your notebooks.

# COUNTING



## STUDENT LEARNING OUTCOMES

- Count objects up to 9 and represent in numbers.

## INFORMATION FOR TEACHERS

1. The teacher should know:
  - ◊ Counting with objects
  - ◊ Demonstrate the counting with different objects.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Chart with numbers from 1 to 9, Flashcards



## INTRODUCTION

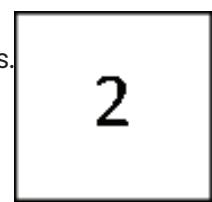
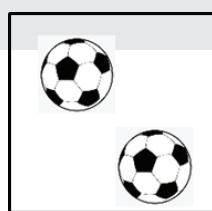
- Tell a student to count the doors and windows in the classroom.
- Place some books on your desk.
- Ask another student to count these books.
- The counting should be done out loud. Guide the student to begin with 1 and count upwards.
- Other students may give their feedback after the students have counted.



## DEVELOPMENT

### Activity 1

1. This activity requires two types of flashcards.
  - ◊ Type 1 – The picture of a distinct number of objects from 0 to 9
  - ◊ Type 2 – The numerals from 0 – 9
2. Place the picture flashcards in one pile and the numerals in another pile on the desk.
3. Select 2 students at random and ask them to come to the front of the class.
4. Ask the first student to pick a card from the first pile. Let's assume that the student picks the card shown on the right with two footballs.
5. Now ask the second student to pick the card on which the corresponding number is written in numeral form. The student should pick the flashcard



showing the number 2.

6. Ask the pair if this matching is correct? Ask the entire class if they agree or disagree. Guide the students wherever required.
7. There will be a flashcard with no image drawn on it. This corresponds to the numeral 0. Give students some extra time to figure out this case.
8. Repeat the same activity for 10 pairs.
9. Do not replace the flashcards as each pair should pick a new numeral.



## CONCLUSION / SUM UP

1. Ask students how we can represent/show the number of different objects?
2. Guide student discussion so that the key takeaway is that when we count something we can represent it in words and numbers.



## ASSESSMENT

1. Draw the following table on the writing board and ask the students to answer the following questions:


2. How many cats do you see in the table?
3. How many flowers?
4. How many pencils?
5. If Ali had 1 cat and Ayesha had 2 cats who has more cats?
6. In the table above do you see more cats or do you see more pencils?



## HOMEWORK / FOLLOW UP

Ask students to complete the table given on page 6 of their textbooks.

# COUNTING



## STUDENT LEARNING OUTCOMES

- Match numbers 0 – 9 with objects.

## INFORMATION FOR TEACHERS

- The teacher should know how to match a certain number of objects with their corresponding numerals on the chart.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Flashcards.



## INTRODUCTION

At the start of the lesson, help students recall basic counting and matching objects with numbers. You may ask the following questions:

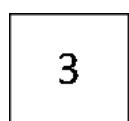
- How many fingers are there on one hand? Count each finger and then count further up to 9.
- How many days are there in a week? As you say “Monday” hold up one finger, “Tuesday” hold up two fingers, and so on.



## DEVELOPMENT

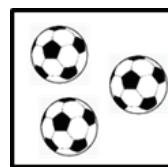
### Activity 1

- This activity requires the design of two types of flashcards.
  - Type 1 – The numerals from 0 – 9
  - Type 2 – The picture of a distinct number of objects from 0 to 9
- On the teacher’s desk, place the numeral flashcards in one pile and the pictures in another pile.
- Select 2 students at random and ask them to come to the front of the class.
- Ask the first student to pick a card from the numeral pile. Let’s assume that the student picks the card shown below.



- Now ask the second student to pick the card on which the corresponding image is drawn.

The student should pick the following flashcard.

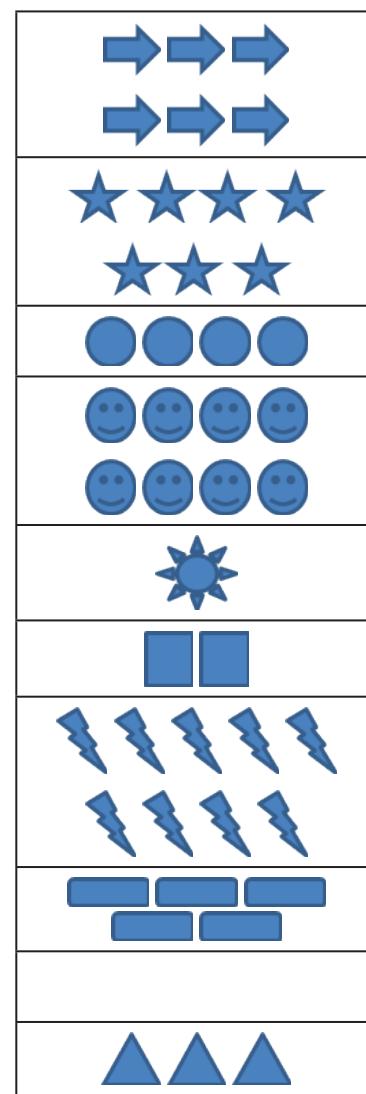


6. Ask the pair if this matching is correct? Ask the entire class if they agree or disagree. Guide the students wherever required.
7. For the number 0, there will be no image on the flashcard. Give students some extra time to figure out this case.
8. Repeat the same activity for 10 pairs.

### Activity 2

1. Draw the chart shown below and paste on the board.
2. Ask students to draw a line (or indicate where the line should be drawn) that matches the numeral with the correct number of shapes:

0
1
2
3
4
5
6
7
8
9



### CONCLUSION / SUM UP

Ask students how objects and numbers can be matched. Encourage students to give examples. Guide students where needed.



## ASSESSMENT

1. Draw the tables shown below on the board.
2. Divide the class into pairs (Student 1 and Student 2) and tell each pair to copy and complete the tables.
3. Students may draw any object of their own choice in the space in front of each number.

Student 1	
Number	Object
2	
4	
7	
6	
3	

Student 2	
Number	Object
5	
9	
0	
1	
8	



## HOMEWORK / FOLLOW UP

Draw the following table on the writing board and tell students to make something similar (with different items/objects that they like) in their notebooks.

Number	Object
0	
1	
2	
3	
4	
5	

# COUNTING BACKWARDS AND ORDERING NUMBERS



## STUDENT LEARNING OUTCOMES

- Count Backwards from 9.
- Arrange numbers in ascending and descending order (up to 9).

## INFORMATION FOR TEACHERS

1. The teacher should understand terms like ascending and descending order.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Flashcards.



## INTRODUCTION

1. Randomly pick students to read numbers from 0–9 such that the first student starts from 0 and the last student ends at 9.
2. Tell the students to remember their numbers.
3. Introduce backward counting, by asking the same students to say their number but this time the order will be reversed; starting with the student who said “9”, followed by “8”, then “7” until “0”.
4. Tell students that going from 0 to 9 is called ascending or increasing order i.e. we are going upward to a higher number and going from 9 to 0 is called descending or decreasing order i.e. we are going downward to a lower number. Make students write down these words in their notebooks with an example.
5. To increase means to put another one or to add another one. e.g. if you have a box with one pencil and you put in another one you have increased the total in the box to 2 pencils.
6. To decrease means to take out one or to remove one. e.g. if you have a box with two candies and you take one away you have decreased the total in the box to one candy.



## DEVELOPMENT

### Activity 1

1. This activity requires the design of multiple flashcards with numerals from 0 – 9.
2. Divide the class into pairs and give each pair flashcards with numerals from 0 to 9 written on them. Ensure that the flashcards are completely shuffled and in random order.
3. Ask students to put the number flashcards in ascending order on the table.
4. Ask the students to read loudly forwards from 0 to 9.

- Now ask students to put the number flashcards in descending order on the table.
- Ask the students to read loudly backward from 9 to 0.
- Guide students where needed.

### Activity 2

- Ask the students the following questions:
  - What is ascending order? How do we write numbers in ascending order?
  - What is descending order? How do we write numbers in descending order?
  - Guide student discussion so that they arrive at the correct understanding.
- Place a box with 9 pencils on the teacher's desk and make 10 boxes horizontally on the board as shown below:

--	--	--	--	--	--	--	--	--	--

- Ask one student to count the pencils and then write the number of pencils in the first horizontal box from left to right. Then the student should hold one pencil in his/her hand and not place it back in the box. The table should look like the one shown below:

9									
---	--	--	--	--	--	--	--	--	--

- Now ask another student to count the number of pencils in the box. That student should also write the number in the table as shown below. The student should hold one pencil in his/her hand and not place it back in the box. See below:

9									
---	--	--	--	--	--	--	--	--	--

- Now continue the same practice until the box of 9 pencils becomes empty and students have written the number in the table as shown below:

9	8	7	6	5	4	3	2	1	0
---	---	---	---	---	---	---	---	---	---

- After the table is complete, ask the students to read from left to right.
- Now tell the students when we count from 9 to 0 it is called descending order.
- Now show the students the empty box and ask them how many pencils are in the box?
- Write the number 0 on the right-most side. See above.
- Now ask the students, who have the pencils in their hands, to come up one by one and start placing the pencils back in the box. Write the number 0 before students start the activity to show that the box was completely empty.
- As each student places their pencil they write the number of pencils in the box in the relevant place in the table.
- When all 9 students have put their pencils back in the box the completed table should look as shown below:

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

- After the table is completed ask the students to read from left to right.
- Now tell the students when we count from 0 to 9 it is called ascending order.



### CONCLUSION / SUM UP

Ask students to summarize the meaning of ascending and descending by giving examples for both. Students should recall:

- Ascending [forward counting] → smaller to greater [0-9]
- Descending [backward counting] → greater to smaller [9-0]



## ASSESSMENT

Ask the students to copy and complete the following questions in their notebooks.

- i. Write the following numbers in ascending order

4	3	1

0	8	7

- ii. Write the following numbers in descending order

3	4	9

2	0	5



## HOMEWORK / FOLLOW UP

Assign the relevant questions on pages 10 and 11 from the textbook.

# BEFORE, AFTER AND BETWEEN



## STUDENT LEARNING OUTCOMES

Identify which number (up to 9) comes:

- Before and after a given number
- Between two given numbers

## INFORMATION FOR TEACHERS

Teachers should be able to identify numbers that come before, after, and between two numbers.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Flashcards.



## INTRODUCTION

1. Choose 3 students at random and assigns them a number; the first student shall be called "1", the 2nd student shall be called "2", the 3rd student shall be called "3" for this activity.
2. Send all 3 students out of the class and tell "1" to enter the class and stand in front of the class. Now ask "2" to enter the class and stand in front. Lastly, ask "3" to enter the class and stand in front of the class.
3. Ask the students the following questions:
  - ◊ Who entered the class first?
  - ◊ Who entered the class after "1"?
  - ◊ Who entered the class after "2"?
  - ◊ Who entered the class before "2"?
  - ◊ Who entered the class before "3"?
  - ◊ Who came between "1" and "3"?
4. Ensure that students develop an understanding of the words before, after, and between.



## DEVELOPMENT

### Activity 1

1. Randomly select 10 students and give them cards with the numbers 0 to 9 written on them.

2. Randomly select one of the students and ask them to come to the front of the class.
3. Ask students the following questions:
  - ◊ which number does the student have?
  - ◊ what number comes before it?
  - ◊ What number comes after it?
4. Repeat this activity with students with different numbers.
5. Tell students to note the numbers (before and after) in their notebooks.

## Activity 2

1. Randomly select 10 students from the class as done in Activity 1.
2. Ask students which have a number gap between them (e.g. the students with card numbers 3 and 5) to come to the front of the class.
3. Ask the remaining students which number comes between or in the middle of these two numbers?
4. Repeat this activity with different students and different numbers.
5. Tell students to note each example in their notebooks.



## CONCLUSION / SUM UP

Conclude the activity by asking students to share examples of numbers that come before a number, after a number, or between two given numbers (such as 3 and 5 or 4 and 6).



## ASSESSMENT

1. Write numbers from 0 to 9 on the board and the following questions. Ask students to tick “✓” the correct word (before, after, or between) as shown in the example.
2. Example: 4 comes (before / after✓ / between) 3
3. 7 comes (before / after / between) 6
4. 3 comes (before / after / between) 4
5. 6 comes (before / after / between) 5 and 7.
6. 1 comes (before / after / between) 0



## HOMEWORK / FOLLOW UP

Assign the relevant questions on page 13 from the textbook.

**Month**

**2**

# NUMBER TEN “10” AND PLACE VALUE



## STUDENT LEARNING OUTCOMES

- Identify 10 as a 2-digit number.
- Compare and order the numbers 0-10.

## INFORMATION FOR TEACHERS

The teacher should know:

1. The number 10 is the first and smallest 2-digit number
2. How to compare and order numbers from 0 to 10.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Writing Board, Marker, Notebooks, Textbooks, Pencils, Flashcards, Glass



## INTRODUCTION

1. Write the numbers from 0 to 9 on the writing board and ask the students to read the numbers one by one.
2. Ask the students what number comes after 9?
3. Take their responses and guide them to arrive at the correct answer i.e., “10”.
4. Students should copy the following in their notebooks which shows 10 objects (lightning flashes), the numeral 10, and the written word “ten”.



10      Ten



## DEVELOPMENT

### Activity 1

1. Ask one of the students to place a glass on the table and ask students to put a pencil, one by one, into the class with counting.
2. Make sure that you ask students how many pencils are in the glass when it is empty? Ensure that all students say “zero”.
3. As each student puts a pencil in the glass make sure they say the number of pencils in the glass out loud. Pause at “9”.

- Now put one more pencil in the glass and ask students how many pencils are there in the glass now?
- Take their responses, guide them to the correct answer i.e., "10".
- Now point to "ten" and "10" written on the writing board and ask one student to read aloud.
- Tell students that 10 is a two-digit number.

### Activity 2

- Make 4 groups in the class and randomly distribute flashcards with numbers from 0 to 10 written on them. Make sure each group has more than 6 cards.
- Ask one student from each group to stand at the front of the class with their flashcards.
- The student should sort the flashcards, first in decreasing/descending order (from 10 to 0) and then in ascending / increasing order (from 0 to 10) on your desk.
- Group members should guide the students on how to sort the cards.
- Ask the students:
  - What number comes after 9?
  - What number comes before 10?
  - What is the difference between 9 and 10? The expected answer is that 10 is a 2-digit number whereas 9 is a 1-digit number and when you add one to 9 you get 10.
- Guide the students where needed.



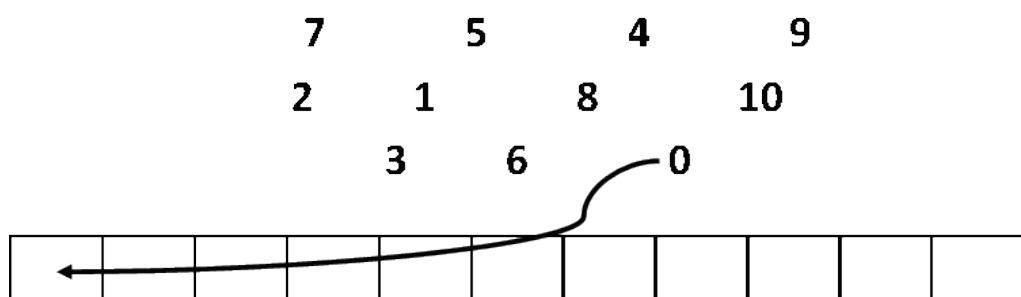
### CONCLUSION / SUM UP

- Ask students what comes after 9 if we write numbers in ascending order?
- Students should highlight that if we write numbers in ascending order 10 will come after 9 as 10 is larger than 9.



### ASSESSMENT

- Write the numbers from 0 to 10 in a jumbled manner and draw an empty table on the board as shown below:



- Ask the students to come up to the board and draw an arrow to indicate which number should go in which box if we write the numbers in increasing order.



### HOMEWORK / FOLLOW UP

Assign the students to write numbers from 0 to 10 in their notebooks.

# NUMBERS 0 – 99



## STUDENT LEARNING OUTCOMES

- Read numbers up to 99.
- Write numbers up to 99.

## INFORMATION FOR TEACHERS

The teacher should:

1. Read the unit and develop understanding on the use of certain terms/words /numbers prior to the lesson.
2. Know the concept of place value for ones and tens.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Writing Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Chart, Multiple Flashcards with numbers from 1 to 9



## INTRODUCTION

1. Write the number 10 on the writing board and ask the students to read this number. Students should say "10" based on previous knowledge.
2. Ask the students how many digits are there in 10.
3. Take their responses and guide them to arrive at the correct answer i.e. it has two digits, the ones digit and the tens digit.
4. Write the following on the board:

TENS	ONES
1	0

5. Tell students that the number 10 has 0 in the ones place and 1 in the tens place.
6. Ask students what will be the next number? Students will not know the concept of 11 so ask students what comes after 0. Students should say 1.
7. Tell students we keep digit at tens place the same and increase 0 at ones place to make it 1. This number is called "eleven". Show students the new number on the table as shown below:

TENS	ONES
1	0
1	1

8. Ask students what number comes after this number 11 “eleven”? Guide students to arrive at 12. Tell students that this number is called “twelve”. Show students the new number on the table as shown below:

TENS	ONES
1	0
1	1
1	2

9. Continue to say all the numbers out loud “thirteen”, “fourteen”, “fifteen” and so on. Keep writing each number in the table until you reach 19, “nineteen”. The table should look like it does below:

TENS	ONES
1	0
1	1
1	2
.	.
.	.
1	9

10. Ask students what will be the next number? Give students a few moments to think.  
 11. Tell students that when we get to 9 in the ones place we cannot go any further so we increase the tens place and reset the 9 to make it 0. Show students the updated table below and introduce the number 20. Say “twenty” out loud.

TENS	ONES
1	0
1	1
1	2
.	.
.	.
1	9
20	20

This number increases by 1

This number resets to 0

12. Tell students that today we will learn to read and write two-digit numbers up to 99.



## DEVELOPMENT

### Activity 1

- Paste a chart as shown below on the writing board and ask students to come forward one by one and say out loud the number of items drawn in each box (left most column). This should be done for all numbers 10 to 20. Guide students if needed.
- When a student says "ten" write the numeral in the second column. This has been shown for 10 below.

Draw ten lines in this box	10
Draw eleven lines in this box	
Draw twelve lines in this box	
Draw thirteen lines in this box	
Draw fourteen lines in this box	
Draw fifteen lines in this box	
Draw sixteen lines in this box	
Draw seventeen lines in this box	
Draw eighteen lines in this box	
Draw nineteen lines in this box	
Draw twenty lines in this box	

### Activity 2

- Paste a chart or write as shown below on the board and ask students to repeat each number out loud.
- Say the numeral in the first column, for e.g. "twenty" and then draw some lines or small shapes in the second column. This has been demonstrated for 10 and 20 below.

10	
20	
30	
40	
50	
60	

70	
80	
90	

3. Repeat the process for all the numbers given in the table (up to 90).
4. Students should draw this table in their notebooks and write each number for their reference.
5. Guide the students about packet of five is 

### Activity 3

1. Divide the class into two groups.
2. The groups will be called the "Tens Group" and the "Ones Group"
3. Distribute flashcards with numbers from 2 to 9 among the students of the "Tens Group" and flashcards with 0 to 9 to the "Ones Group".
4. With their flashcards, ask for a random student from the Tens Group to come up to the front of the class and a random student from the Ones Group to come to the front. Say the flashcards held up by the students are 4 (Tens Group) and 7 (Ones Group).
5. Ensure that the students stand in the correct order. Tens Group student on the left and Ones Group student on the right.
6. Ask the students what the number is. Give students a few minutes to think and discuss.
7. Tell students that the way to do read this number is to first imagine a zero next to the number written on the Tens Group Card i.e. imagine it is 40. Say this number out loud.
8. Students should say "Forty".
9. Then tell students to say the number written on the Units Group Card i.e. 7. Students will say "seven".
10. As a final step, say the two together to read the number 47 as "forty-seven".
11. Repeat the process with other students and numbers.
12. Ensure that students write each example in their notebooks.



### CONCLUSION / SUM UP

1. Ask students why we write 20 after 19 or 30 after 29? Students should re-cap that when we get to 9 in the ones place we cannot go any further so we increase the tens place and reset the 9 to make it 0. See introduction above.
2. Guide student activity so that they can count objects up to 99, say the numbers, and write the number in numerals.



### ASSESSMENT

1. Write various numbers such as 0, 11, 15, 21, 25, 36, 44, 59, 60, 71, 82, 93, etc. on the board and ask the students to read the numbers out loud.
2. Say various numbers (from 0 to 99) out loud and the students should write those numbers in numerals in their notebooks.



### HOMEWORK / FOLLOW UP

The students should write numbers (in numerals) from 0 to 99 in their notebooks.

# FORWARD COUNTING AND BACKWARD COUNTING



## STUDENT LEARNING OUTCOMES

- Count forward and backward up to 99

## INFORMATION FOR TEACHERS

The teacher should know how to count forward and backward from any number between 0 and 99.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Flashcards.



## INTRODUCTION

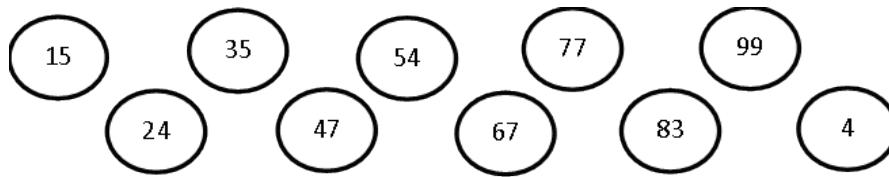
- Ask students to start counting from 0. Students should say out loud "0, 1, 2, 3, 4..."
- Let students count up to 20.
- Tell students that this was counting forward or upward.
- Ask students "what is a countdown?" Tell students to look at page 11 on their textbooks for help.
- Let students discuss amongst themselves for a few minutes. Take students responses.
- Tell students that a countdown or backward count is when we count the numbers downward and say out loud "10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0". Indicate to students to join in the countdown and say the numbers out loud as well.
- Ask the students to count downward from 20 now.
- Write the number on the board in descending order to help the students. Pay special attention and guide "... 13, 12, 11, 10, 9, 8, 7..."
- Tell students that in today's lesson they will learn about counting forwards and counting backward.



## DEVELOPMENT

### Activity 1

- Divide the students into pairs.
- Give each pair a random flashcard with a number written on it.
- Some sample flashcards are shown below:



4. Tell each pair that for their given flashcard, one student will count the next 10 numbers upward and the other student will count the next ten numbers downward.
5. e.g., if a pair has the flashcard with the number 47 on it, then one student will count upward "47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57" and the other student will count downward "47, 46, 45, 44, 43, 42, 41, 40, 39, 38, 37".
6. Write the numbers on the board as the students say them.
7. Other students should be allowed to help.
8. Ask other pairs to come to the front of the class and based on the number given on their flashcards, also count up and down from that number.
9. Provide guidance wherever needed.



## CONCLUSION / SUM UP

Ask students to give examples of forward and backward counting by starting with any number between 10 – 90.



## ASSESSMENT

1. Ask the student to copy and complete the following table:

Number	Forward Count (10 numbers)	Backward Count (10 numbers)
45	46, 47, 48, 49, 50, 51, 52, 53, 54, 55	44, 43, 42, 41, 40, 39, 38, 37, 36, 35, 34
32		
79		

2. Provide feedback and guidance where needed.



## HOMEWORK / FOLLOW UP

Students should revise numbers from 0 to 99 (previous homework) and write numbers from 99 to 0 (new task) in their notebooks.

# PLACE VALUE



## STUDENT LEARNING OUTCOMES

- Recognize the place value of a specific digit in a 2-digit number (tens and ones).

## INFORMATION FOR TEACHERS

1. The teacher should know the concept of place value for ones and tens.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Glasses, Straws, Rubber Band, Bundles of 10 ones.



## INTRODUCTION

1. Place two empty glasses, side by side, on the teacher's table.
2. In the glass placed to the right, put 9 straws one by one.
3. Count every time you put a straw in the glass.
4. When you put 1 straw ask the children how many straws are there in the glass. Students should say "1".
5. When you put 2 straws students should say 2 and so on up to 9 straws.
6. How many straws are now in the glass? Students should answer 9.
7. Put 1 more straw in the glass and ask the students how many straws are there now? Guide students to say 10.
8. Tell students that we will make a bundle of these 10 straws. Tie a rubber band around the straws to make a bundle of ten ones.
9. Place the bundle in the left glass.
10. Ask students if there are any straws left in the glass on the right? The response from the students should be "No" as the glass to the right should now be empty.
11. Now label the glass on the left as tens and the glass on the right as ones.
12. Tell students that every time ones get together and become 10, we bind them up to make them 1 bundle of 10 ones.



## DEVELOPMENT

### Activity 1

1. Place two glasses on the table, a "Tens Glass" on the left and "Ones Glass" on the right.

- Put 3 bundles of 10 straws each (with a rubber band around each) in the left glass and 4 separate straws in the right glass.
- Tell students that the bundles of 10 straws represent tens and the 4 straws represent ones.
- Ask students how many tens are in the left glass? Students should be able to count and say 3.
- Ask students how many ones are in the right glass? Guide students to the correct answer of 4.
- Make a table of ones and tens on the writing board

Tens	Ones

- Ask students which number is represented by the straws in both glasses? Give students a few minutes to think and response.
- Ask one of the students to write 3 under the Tens column.
- Ask another student to write 4 under the Ones column.
- Tell students that the number represented by the straws is 34 and the place value of 4 is ones and the place value of 3 is tens.

### Activity 2

- Ask the students to write the place value of the circled numbers. The first has been done for you.

Tens	Ones	Place Value
1	7	The place value of 1 is ___tens___
3	5	The place value of 3 is _____
5	2	The place value of 2 is _____
8	6	The place value of 6 is _____
9	4	The place value of 9 is _____



### CONCLUSION / SUM UP

Conclude the activity by involving the students in explaining the place value of a two-digit number. Students should say that the numeral on the right of a two-digit number has a place value of ones and the digit on the left has a place value of tens.



### ASSESSMENT

- Write two-digit numbers like 29, 35, 63, 94, etc. on the writing board.
- Draw the given table on the writing board.

Tens	Ones

- Point to the number 29 and ask students how many tens are there? [Correct answer: 2] and how many ones are there? [Correct answer: 9]
- Ask one of the students to come forward and write the number 29 in the correct columns.
- Repeat the activity for the other numbers.



### HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on page 29.

# PLACE VALUE



## STUDENT LEARNING OUTCOMES

- Identify the place value of the specific digit in a 2-digit number.
- Decompose a number up to 99 to identify the value of a number in tens and ones place.

## INFORMATION FOR TEACHERS

The teacher should know the concept of place value for ones and tens.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Flashcards, Rubber Bands, Matchsticks.



## INTRODUCTION

- Draw the following table on the writing board.

Tens	Ones

- Divide the students into groups of 2.
- Distribute matchsticks and rubber bands to each group. Ensure that more than 9 but less than 100 matchsticks are given to each pair.
- Ask students to put a rubber band around every bundle of 10 matchsticks. You should demonstrate how to do this to the entire class.
- There should, in most cases, be a few matchsticks that are free/unbound.
- Now ask each pair to come up to the board and give a short presentation and then fill in the table drawn on the board. e.g., if a pair has 2 bundles of 10 matchsticks and 7 free/unbound matchsticks they should come up to the board and say, "we have 2 tens and 7 ones". Guide the pair.
- Then each pair should write these numbers in the place value chart drawn on the board as shown. For the example given above the students will write:

Tens	Ones
2	7

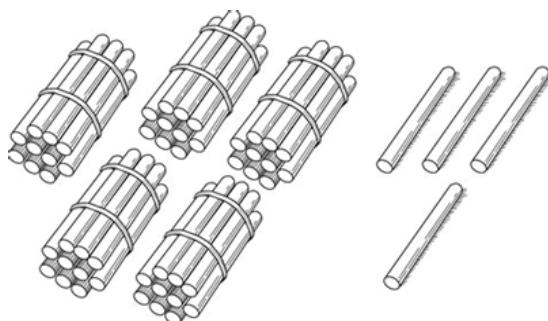
- Erase the number in the table and repeat the activity with other pairs.



## DEVELOPMENT

### Activity 1

1. Reshuffle the students forming new pairs.
2. Distribute flashcards with different 2-digit numbers written on them to each pair.
3. Ask students to use the sticks and rubber bands to represent each number e.g., if a pair of students has the flashcard with the number 54 on it then they should represent the number as follows:



4. Ask the students to tell the place value of each digit in the number by saying sentences like "54 has 5 tens and 4 ones and the place value of 4 is ones and 5 is tens".
5. Allow all pairs to share their work.
6. Guide students where needed.



## CONCLUSION / SUM UP

Ask students to explain the concept of place value for 2 digit numbers with examples. Students should say that for a 2-digit number (say 42) the digit on the right (2) has a place value of one and the digit on the left (4) has a place value of ten.



## ASSESSMENT

1. Draw the following table on the board.
2. Students should copy and complete the table shown below clearly indicating the ones and tens for each number in the place value chart.

Number	Tens	Ones
13	1	3
26		
33		
42		
56		
70		
87		
92		



## HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on page 29.

# COMPARING NUMBERS



## STUDENT LEARNING OUTCOMES

- Compare 1-digit and 2-digit numbers.

## INFORMATION FOR TEACHERS

Teacher should:

1. Know that a 2-digit number is greater than a 1-digit number.
2. Be able to compare numbers based on their place values.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chalk



## INTRODUCTION

1. Hold up the flashcards with the numbers 10 and 8.
2. Ask students which number is larger? Give students a few minutes to discuss.
3. Draw the figure on the board to help students realize which number is larger

	
1 ten = 10 ones	8 ones = 8

4. Tell students that 8 is a 1-digit number and 10 is a 2-digit number.
5. Tell the students that all 2-digit numbers are greater than any 1-digit number. This is an important point; emphasize this to the students by showing them 8 pencils and 10 pencils, ask them which ones are more.
6. Therefore, 10 is greater than 8. (You can also explain that if you put 2 more pencils with 8 you will get 10).
7. Tell students that in today's lesson we will be comparing 1 and 2 digit numbers.



## DEVELOPMENT

### Activity 1

1. Write the numbers 37 and 34 on the board.

- Ask the students which number is larger? Give students a few minutes to discuss in small groups.
- Some students may guess that 37 is larger than 34 as it comes after 34 but give students a structured approach to comparing numbers through place value.
- Ask students how many tens does 37 have? Students should say that 37 has 3 tens.
- Ask students how many tens does 34 have? Students should say that 34 also has 3 tens.
- If there is a tie/draw, then we look at the ones digits. Ask students how many ones in 7? The answer should be 7.
- Ask students how many ones in 4? The answer should be 4.
- Which one is larger from 7 and 4? Students should answer 7.
- Therefore, 37 is larger than 34.
- Tell students if the digits in the tens place are the same, we look at the digits in the ones place to decide which number is larger.
- Tell students that to compare 2-digit numbers we start the comparison by looking at the digits to the left. If these numbers are the same, then we compare the numbers written on the right.

### Activity 2

- Copy and complete the following table in your notebooks:  
Write "bigger than" or "smaller than" in the blanks

6 is _____ than 9
24 is _____ than 21
37 is _____ than 47
58 is _____ than 50
90 is _____ than 99

- Tell students to use the approach outlined in the introduction to determine which number is larger and which is smaller while comparing.
- Guide the students to arrive at the correct answers.



### CONCLUSION / SUM UP

- Ask the students to explain how to compare a one-digit number with a two-digit number. Students should say that any two-digit number is greater than anyone-digit number.
- Ask the students to explain how to compare a two-digit number with another two-digit number. In two-digit numbers, the comparison should start with the tens digit.
- If tens digits are of equal value, then we compare ones digits.



### ASSESSMENT

- Ask the students to copy and complete the following questions in their notebooks.
  - Compare and colour the box with the larger number.

5	7	51	41	53	76	81	89
---	---	----	----	----	----	----	----

- Compare and colour the box with a smaller number.

15	13
----	----

34	49
----	----

73	79
----	----

98	93
----	----



## HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on page 31.

**Month**

3

# 13

# ORDERING NUMBERS



## STUDENT LEARNING OUTCOMES

- Order the set of numbers from 0 to 99 in ascending and descending order.

## INFORMATION FOR TEACHERS

Teachers should know how to order numbers in ascending and descending order.

- Ascending Order:
  - ◊ Ascending order is the arrangement of numbers from the smallest to the largest.
  - ◊ For example, the numbers are in ascending order 15, 17, 29, 37
- Descending Order:
  - ◊ Descending order is an arrangement of numbers from the largest to the smallest.
  - ◊ For example the numbers: 45, 32, 26, 12 are arranged in descending order.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Chart, Flashcards



## INTRODUCTION

1. Write the following numbers on the board.  
45                  26                  32                  67                  12
2. Ask students to identify the smallest number? Based on their previous knowledge students should be able to say "12". If students struggle with identifying the smallest number tell them that 12 is the smallest as it has the fewest tens i.e. 1 only.
3. Ask students to identify the largest number? Based on their previous knowledge students should be able to say "45". If students struggle with identifying the largest number tell them that 45 is the largest as it has the most tens i.e. 4.
4. Ask students to compare the numbers 26, 67, and 32 (the remaining numbers).
5. Students should be able to say that 26 is smaller because it has 2 tens.
6. After that comes 32 as it has 3 tens and then comes 67 as it has 6 tens.
7. Ask students to arrange all 5 numbers from smallest to largest or in ascending order.
8. Guide students to arrive at the correct answer.

12                  26                  32                  45                  67

9. Now ask students to write the same set of numbers from largest to smallest or in descending order.
10. Tell students that in today's lesson we will be ordering numbers in ascending and descending order.



## DEVELOPMENT

### Activity 1

1. Divide the students into pairs.
2. Give each pair a flashcard with 6 numbers from 0 to 99 written on it randomly e.g.

72	24
16	1
32	59

3. Tell each pair to write the numbers on their flashcards in ascending order.
4. Each pair should also write these numbers in descending order under a separate heading.
5. Once they complete their flashcard they will swap their flashcard with the pair sitting next to them.
6. Each pair should complete 6 distinct flashcards by the end of this activity.
7. Walkthrough the class and provide guidance wherever needed.



## CONCLUSION / SUM UP

Ask students to define ascending and descending order with examples of numbers from 0 to 99.



## ASSESSMENT

Draw the following table on the writing board. Ask the students to tick the correct box.

	Ascending Order	Descending Order
14, 15, 16, 21, 25, 30	✓	
40, 34, 32, 31, 28		
89, 90, 93, 95, 97		
79, 76, 73, 71, 69		



## HOMEWORK / FOLLOW UP

1. Assign the relevant activities from the textbook on page number 32.
2. Ask students to write on their notebooks, the ages of their 5 relatives (brother, sister, cousins, father, mother, friend, etc.) in ascending and descending order.

**14****BEFORE, AFTER AND BETWEEN****STUDENT LEARNING OUTCOMES**

Identify which number (up to 99) comes:

- Before and after a given number.
- Between two given numbers.

**INFORMATION FOR TEACHERS**

Teachers should know how to identify numbers that come before, after, and between two numbers.

**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Flashcards

**INTRODUCTION**

1. Revisit the concept of before, after, and between with the following activity.
2. Choose 4 students at random and assign them a number; the first student shall be called "1", the 2nd student shall be called "2", the 3rd student shall be called "3" and the 4th student shall be called "4" for this activity.
3. Send all 4 students out of the class and tell "1" to enter the class and stand in front of the class.
4. After that ask "2" to enter the class and stand in front.
5. Then ask "3" to enter the class and stand in front.
6. Ask 4 to enter the class and stand in front.
7. Ask the students the following questions:
  - ◊ Who entered the class first? Ans: 1
  - ◊ Who entered the class after "1"? Ans: 2
  - ◊ Who entered the class after "3"? Ans: 4
  - ◊ Who entered the class before "4"? Ans: 3
  - ◊ Who entered the class before "3"? Ans: 2
  - ◊ Who entered the class between "1" and "4"? Ans: 2 and 3
8. Ensure that students develop an understanding of the words before, after, and between from this example.



## DEVELOPMENT

### Activity 1

1. Select any 10 random students out of the class and give them flashcards containing ten different numbers from 0 to 99.
2. Select a student with a card at random and ask them to come to the front of the class.
3. Ask the students the following questions:
  - ◊ What number does the student have?
  - ◊ What number comes before it?
  - ◊ What number comes after it?
4. Repeat this activity with all 10 students who have different numbers.
5. Tell students to note each example in their notebooks.

### Activity 2

1. Randomly select 10 students from the class and give them cards containing the numbers 2, 4, 16, 18, 25, 28, 37, 40, 84, 87, 96, 99.
2. Select students which have a small number gap between them (no more than 3), e.g. the students with card numbers 37 and 40.
3. Ask these students to come to the front of the class.
4. Ask the remaining students which numbers come between these two numbers?
5. Tell students that they should start with 37 and ask "what comes after 37?" They should arrive at "38". Then the next step is to ask "what comes after 38?" They should arrive at 39. Then the next step is to ask "what comes after 39?" They should arrive at 40.
6. Alternatively, start with 40 and ask "what comes before 40?" They should arrive at "39". Then the next step is to ask "what comes before 39?" They should arrive at 38. Then the next step is to ask "what comes before 38?" They should arrive at 37.
7. Repeat this activity with different students and numbers. Ensure that only those flashcards are selected that have a gap of no more than 3 numbers e.g. 96 and 99.
8. Tell students to note each example in their notebooks.



## CONCLUSION / SUM UP

1. Ask students how can we find the numbers that come between two given numbers.
2. Students should say that to find the numbers that are between 2 given numbers we ask what comes after the smaller number and keep going until we reach the larger number or we ask what comes before the larger number and keep going until we reach the smaller number.



## ASSESSMENT

1. Write the following sequence numbers on the writing board and ask the students to find the missing numbers.
  - ◊ 71, ..., 73, ..., 75, 76, ..., 79, ....
  - ◊ 91, 92, ..., 94, ..., 96, 97, ..., ..., 100



## HOMEWORK / FOLLOW UP

Assign the relevant questions on page 35 from the textbook.

# COUNT IN TENS



## STUDENT LEARNING OUTCOMES

- Count in tens and recognize 100 as a 3-digit number.

## INFORMATION FOR TEACHERS

Teachers should know how to count in tens up to 100.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

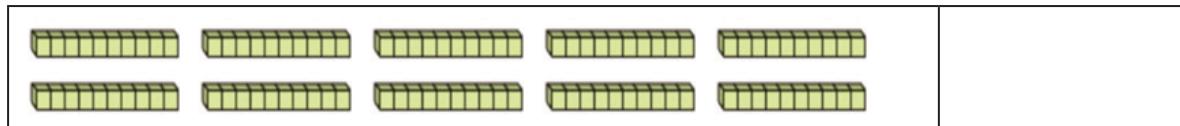
Board, Marker, Notebooks, Textbooks, Pencils, Chalk, Chart, Matchsticks, Rubber Bands



## INTRODUCTION

- Paste the chart on the board at the start of the activity.
- Ask students to count the number of ones in each block and write the number in the next column.

Blocks	Number
	10



3. Ensure that students also write the following in their notebooks.
  - ◊ 1 Ten = 10
  - ◊ 2 Tens = 20
  - ◊ 3 Tens = 30
  - ◊ 4 Tens = 40
  - ◊ 5 Tens = 50
  - ◊ 6 Tens = 60
  - ◊ 7 Tens = 70
  - ◊ 8 Tens = 80
  - ◊ 9 Tens = 90
  - ◊ 10 Tens =?
4. Tell students that when we count only bundles/blocks of 10 we are “counting in tens” e.g., 10, 20, 30, 40, 50, 60, 70, 80, 90...



## DEVELOPMENT

### Activity 1

1. Ask students to count in tens like:
  - ◊ 10, 20, 30
  - ◊ 40, 50, 60
  - ◊ 70, 80, 90
2. Ask the students what will come next?
3. Expected answers from the students might be 99, 95, 92, 91. Some students might already know about 100.
4. Emphasize the correct answer and write “100” on the board. Write ones, tens, and hundreds above 100.
5. Ask students to point out what is different about 100? How is different from other numbers such as 90?
6. Tell students that hundred is the first 3 – digit number and the value of the ones place is 0, the value of the tens place is also 0 but the value of the hundreds place is 1.

### Activity 2

1. Divide the class into 10 groups.
2. Make 10 bundles of 10 matchsticks each bound by rubber bands.
3. Distribute the 10 bundles to the groups.
4. Ask each group to hold up their bundle of sticks and say how many sticks they have. They may remove the rubber band and count. They should say 10. Then they place their matchsticks on the teacher’s desk.
5. The next group should also do the same.
6. Then ask the class how many matchsticks are there on the teacher’s desk. Students should say 20.
7. Each group must first say how many matchsticks they have (10) and then bring their stack of matchsticks to the teacher’s desk.
8. Repeat this until all 10 bundles/stacks are on the teacher’s desk and students say “100”.

9. Tell the students, for 10 bundles we can write 100.
10. Once again, go over counting in tens with students by recapping how many matchsticks there were on the teacher's desk. Say out loud along with the students,"10, 20, 30, 40, 50, 60, 70, 80, 90, 100".



## CONCLUSION / SUM UP

1. Ask students what is counting in 10s and what makes 100 different from the numbers we have learned about earlier.
2. Guide student discussion so that they recall the following:
  - ◊ 1 Ten = 10
  - ◊ 2 Ten = 20
  - ◊ 3 Ten = 30
  - ◊ 4 Ten = 40
  - ◊ 5 Ten = 50
  - ◊ 6 Ten = 60
  - ◊ 7 Ten = 70
  - ◊ 8 Ten = 80
  - ◊ 9 Ten = 90
  - ◊ 10 Ten = 100
3. Students should say that 100 is a 3-digit number whereas earlier we had learned about 2-digit and 1-digit numbers.



## ASSESSMENT

1. Write the following on the board and tell students to fill in the blanks:
  - ◊ 1 Ten = 10
  - ◊ 5 Tens = \_\_\_\_\_
  - ◊ 7 Tens = \_\_\_\_\_
  - ◊ 8 Tens = \_\_\_\_\_
  - ◊ 10 Tens = \_\_\_\_\_



## HOMEWORK / FOLLOW UP

1. Write the following question on the board and ask the students to answer them in their notebooks:

Fill in the blanks.

3 tens = \_\_\_\_\_

6 tens = \_\_\_\_\_

9 tens = \_\_\_\_\_

10 tens = \_\_\_\_\_

# MISSING NUMBERS



## STUDENT LEARNING OUTCOMES

- Identify and write missing numbers in a sequence from 1 to 100.

## INFORMATION FOR TEACHERS

Teachers should be able to identify missing numbers in a sequence of numbers from 1 to 100.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Chalk, Chart of Written Numbers from 1 – 100.



## INTRODUCTION

- Display a chart of 1 to 100 numbers on the board for the students.
- Tell the students to read the chart carefully.
- Ask students to count:
  - 1 to 10 (1st student)
  - 11 to 20 (2nd student)
  - 21 to 30 (3rd student)
  - 31 to 40 (4th student)
  - 41 to 50 (5th student)
  - 51 to 60 (6th student)
  - 61 to 70 (7th student)
  - 71 to 80 (8th student)
  - 81 to 90 (9th student)
  - 91 to 100 (10th student)
- Tell students that these are sequences with no missing number.
- Today we will identify the missing numbers in the sequence.



## DEVELOPMENT

### Activity 1

- Write the following number sequence on the board

1	2		4	5	6	7	8		10	11	12		14	15	16			19	20		22
---	---	--	---	---	---	---	---	--	----	----	----	--	----	----	----	--	--	----	----	--	----

- Point to the first blank space in the sequence and ask students what number comes there? To prompt students thinking ask them which number comes after 2 or before 4?
- Write 3 in the first blank space.
- Ask students to copy and complete the table given above.

### Activity 2

Ask students to work in pairs and write the missing numbers in the sequences given below:

a)	26	27	-----	29	-----	31	32	-----	-----	35
b)	67	-----	69	-----	71	72	-----	74	-----	76
c)	-----	85	86	87	-----	89	-----	91	-----	-----
d)	-----	92	-----	94	95	-----	-----	98	99	-----



### CONCLUSION / SUM UP

- Ask students how can we identify the missing numbers in a given sequence of numbers.
- Students should say that to identify missing numbers in a sequence of numbers we should ask which number comes before and/or after the numbers are given.



### ASSESSMENT

- Prepare the following chart and paste it on the board.
- Ask the students to come to the board and write the missing numbers.

	2				6		8		
11			14				18		20
21		23			26	27		29	
31				35		37	38		40
41			44		46			49	
51			54		56				60
61	62		64		66		68		70
71				75			78		80
81	82			85		87		89	
		93		95	96			99	



### HOMEWORK / FOLLOW UP

Assign the relevant questions on page 35 from the textbook.

# COUNTING



## STUDENT LEARNING OUTCOMES

Count and write numbers of objects in a given set.

## INFORMATION FOR TEACHERS

The teacher should:

1. Know about the different ways items and objects can be grouped making them easier to count.
2. Be familiar with counting in 10s.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

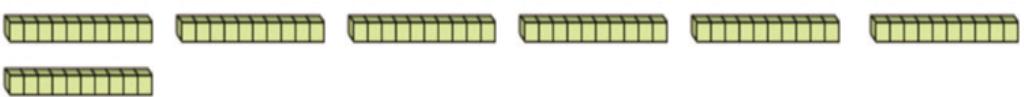


## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Chalk, Matches, Chart



## INTRODUCTION

1. Ask students how many ones are in the blocks shown below (draw these on the board)  

2. The correct answer is 70 based on their previous knowledge of counting in 10s.
3. Tell students that in today's lesson they will count different objects and write the number.



## DEVELOPMENT

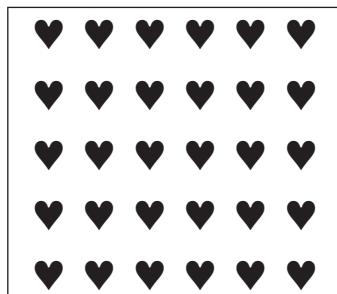
### Activity 1

1. Ask students to work in pairs.
2. Take a handful of matches from a matchbox and distribute them to each pair.
3. Ensure that the matches are more than 10 but less than 100.
4. Ask the students to count the matches and verify the count.
5. Ask a student from each pair to come and write their count on the board.
6. Repeat this process of counting for all pairs.

### Activity 2

1. Paste the following chart on the board.

- Ask students to count the set of hearts and write their number below.



- Guide students to the correct count of 36 hearts.



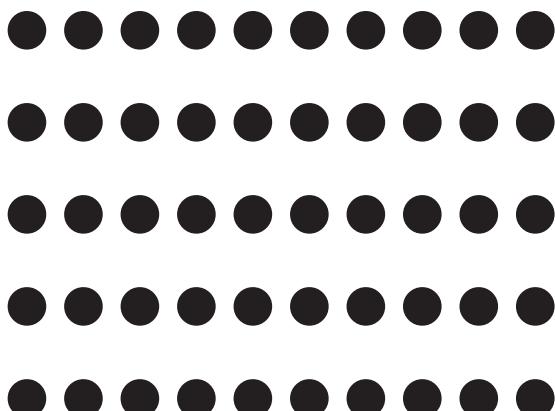
## CONCLUSION / SUM UP

Conclude the lesson by telling students that we have learned about counting objects and then writing the number of objects which were given in the set.



## ASSESSMENT

- Draw the following on the writing board.
- Ask students to count the set of balls and write their number below:



## HOMEWORK / FOLLOW UP

- Count and write, the number of books and notebooks in your school bag.
- Assign the relevant questions on page 35 from the textbook.

# 18

# ORDINAL NUMBERS



## STUDENT LEARNING OUTCOMES

Identify the position of objects using ordinal numbers such as first, second, ..., tenth including representations 1st, 2nd, ..., 10th through pictures.

## INFORMATION FOR TEACHERS

1. Teachers should know that ordinal numbers are used to place objects in order and also to identify their position.
2. The teacher should know that the order of different objects can be represented as 1st, 2nd, 3rd, ...., 10th.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Chalk, Chart showing objects in their ordinal positions.



## INTRODUCTION

1. Ask students about the speed of different animals i.e. elephant, horse, cheetah, and ant.
2. Create consensus among the students.
3. The ant is the slowest among the animals listed.
4. The elephant runs slowly but is faster than the ant.
5. The horse runs faster than the elephant.
6. The cheetah is the fastest animal on the list.
7. Tell the students that the animals listed above get into a race.
8. Ask the following questions from the students:
  - ❖ Which animal will win the race? Let students discuss amongst each other and then tell them that the cheetah is the winner of the race. Cheetah is the "first" and can be written as "1st". Emphasize how to write "1st".
  - ❖ Which animal will come after the cheetah? Let students discuss amongst each other and then tell them that the horse comes after the cheetah. The horse is the "second" and can be written as "2nd". Emphasize how to write "2nd".
  - ❖ Which animal will come after the horse? Let students discuss amongst each other and then tell them that the elephant comes after the horse. The elephant is the "third" and can be written as "3rd". Emphasize how to write "3rd".
  - ❖ Which animal will come after the elephant? Let students discuss amongst each other and then tell them that the slow ant comes after the elephant. The ant is the "fourth" and can be written as "4th". Emphasize how to write "4th".
9. Say loudly that in the race, the cheetah was the 1st, the horse was 2nd, the elephant was 3rd, and the ant was 4th.



## DEVELOPMENT

### Activity 1

1. Draw an empty table on the board or paste the chart.
2. Ask 10 random students to stand in a line at the front of the class.
3. Now starting from left to right, tell the 1st student to go back to his/her seat.
4. As the student returns to their seat, say “[student’s name] is the first to return to their seat” and write in the first row in the table as shown below.
5. Repeat the same process with each student updating the table on the chart as they return to their seats. Involve students in saying the ordinal number.
6. After completing all 10 rows, tell students to copy the table below in their notebooks

Number	Ordinal Number in Words	Ordinal Number in numerals
1	First	1 <sup>st</sup>
2	Second	2 <sup>nd</sup>
3	Third	3 <sup>rd</sup>
4	Fourth	4 <sup>th</sup>
5	Fifth	5 <sup>th</sup>
6	Sixth	6 <sup>th</sup>
7	Seventh	7 <sup>th</sup>
8	Eighth	8 <sup>th</sup>
9	Ninth	9 <sup>th</sup>
10	Tenth	10 <sup>th</sup>

7. Tell students that numbers that help us identify positions are called ordinal numbers.



## CONCLUSION / SUM UP

1. Ask students how we can express the position of different objects through ordinal numbers.
2. Students should summarize that by using words like “First, second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth” or by using 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th we can represent the order of different objects.



## ASSESSMENT

1. Take the students to the ground and make them participate in a race.
2. Make sure that there are 10 or fewer students in the race.
3. Ask the students about their position in the race.
4. Do this with different groups of students.
5. Upon returning to class, tell students to write their position in both words and numerals on the board.



## HOMEWORK / FOLLOW UP

Assign the relevant questions on page 37 from the textbook.

# ONE-TO-ONE CORRESPONDENCE



## STUDENT LEARNING OUTCOMES

Match objects having one to one correspondence

## INFORMATION FOR TEACHERS

The teacher should know about the one-to-one correspondence of objects such as cricket bat and ball, pencil and copy, horse and horse rider, etc., and conclude which object is more and which is less.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Chalk, Charts, Pictures of Cricket Bat, Cricket Ball, Toothbrush, Toothpaste, Pencil, Notebook.



## INTRODUCTION

1. Ask the following questions from the students.
2. Which object is related to the cricket bat? Answer: Cricket Ball.
3. Which object is related to the toothbrush? Answer: Toothpaste.
4. Which object is related to the pencil? answer: Paper.
5. Take the responses from the students and tell students the correct answers.
6. Ask students, "how many students are there in the classroom?".
7. Give students a few minutes to count. Verify the count.
8. Then ask how many math books are there in the classroom? Give students a few minutes to count. Verify the count.
  - ◊ Important: If there are as many books as students tell students that the students and books have a one-to-one correspondence.
  - ◊ Important: If there are more students than textbooks please write the count for both objects, students and textbooks, and then conclude that students are more than textbooks or textbooks are less than students.
9. Now tell the students that in today's lesson we will match objects having one-to-one correspondence.



## DEVELOPMENT

### Activity 1

1. Draw the following on the board or prepare the chart and paste it on the board.

2. Tell students to come to the board and match the plates and cups given below and fill in the blanks. Use double arrows as shown on the board.

		Plates
		Cups

3. After students have counted and filled in the blanks, write on the board:

There are 7 plates and 3 cups.

7 is more than 3

3 is less than 7.

4. Draw the following on the board and then ask students to match the birds and cats given below and fill in the blanks.

		Birds
		Cats

5. After students have counted and filled in the blanks, write on the board:

There are 4 birds and 2 cats.

4 is more than 2

2 is less than 4.

## Activity 2

- Place three baskets on the teachers' desk with pictures of locks in the 1st basket, pictures of cups in the 2nd basket, and pictures of spoons in the 3rd basket.
- Now distribute pictures of keys, plates, and bowls to students, ensuring that every student has a picture.
- Ask students to come to the teacher's desk and match their picture with one of the objects in the basket.
- After the matching activity, address the students having a picture of a lock and a key and tell all other students that they matched these pictures because a lock and a key have a 1-1 (one-to-one) correspondence.
- Similarly, tell the students that some students matched the pictures of a cup and a plate because they have 1-1 correspondence as well.
- Similarly addressing the students that matched spoons and bowls did so because of the 1-1 correspondence.



## CONCLUSION / SUM UP

- Conclude the activity by asking students to explain 1-1 correspondence for different objects from our daily life such as a student with a bag, a cycle with a cyclist, a lock with a key, etc.
- After matching objects, students should know how to conclude which object is more and which is less.



## ASSESSMENT

1. Copy and complete the following in your notebooks:

	___ rackets ___ shuttlecocks
--	---------------------------------

2. There are \_\_\_ rackets and \_\_\_ shuttlecocks.
3. \_\_\_ is more than \_\_\_.



## HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on page 38.

# COMPARING OBJECTS



## STUDENT LEARNING OUTCOMES

- Compare two or more groups of objects in terms of numbers.
- Identify the number of objects in two groups to show “more than” and “less than”.

## INFORMATION FOR TEACHERS

The teacher should know how to compare the number of objects in two or more groups in terms of their numbers (by counting) and then state which group has more objects and which group has fewer objects.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



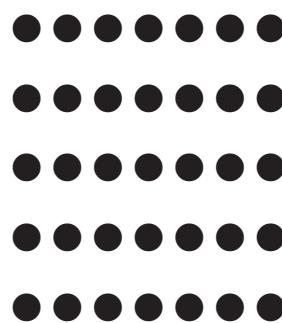
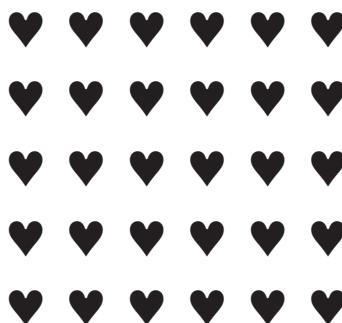
## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Sharpeners, Chalk, Charts,



## INTRODUCTION

1. Paste the following chart on the board and ask students to count and write the number of objects in the box below:



2. Students should count 36 hearts and 35 balls.
3. Ask the students to discuss and then raise their hands if they know the correct answers.
4. Write both statements on the board. Ask a student to circle the correct answer:

The hearts are more than/less than the circles. Answer: more than

◊ Fill in the blank:

36 is \_\_\_\_ more than 35. Answer: 1

Tell students to find out how much more or less they should start with the smaller number and count (on their fingers) until they reach the larger number. In this example, students should start counting from 35 until they reach 36. There is only a difference of 1.



## DEVELOPMENT

### Activity 1

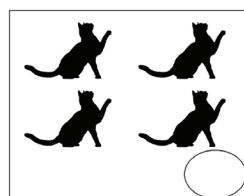
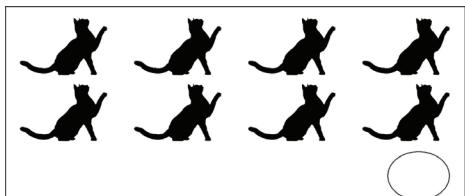
1. Draw the following pictures on the board or prepare and paste the chart on the board before the activity.
2. Count and compare the number of balls shown below



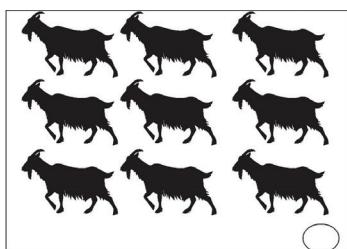
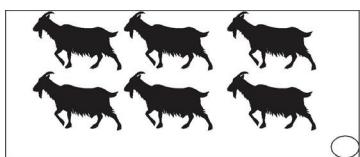
3. Give students a few minutes to count and take their responses.
4. Write the number of balls in the boxes.
5. Circle the correct answer:
  - ◊ 7 balls are less than/more than 9 balls.
6. Tell students to find out how much more or less they should start with the smaller number and count until they reach the larger number. In this example, students should start counting from 7 until they reach 9.
7. Ask a few students to find the difference for you and then demonstrate the correct answer. There is only a difference of 2.
8. Fill in the blank: So, 7 is \_\_\_\_\_ less than 9

### Activity 2

1. Paste the charts shown below or draw the pictures. Draw simple pictures as well.
2. Ask the students to tick (✓) the box which has more objects and fill them with the total number of objects in the box.



3. After students have counted and ticked the correct option ask them to circle the correct option below:
  - ◊ 8 cats are less than/more than 4 cats.
  - ◊ So, 8 is \_\_\_\_\_ more than 4



4. After students have counted and ticked the correct option ask them to circle the correct option below:
  - ◊ 6 goats are less than/more than 9 goats.
  - ◊ So, 6 is \_\_\_\_\_ less than 9



## CONCLUSION / SUM UP

1. Ask students, "how we can compare the number of objects in two groups?"
2. Students should say that we can compare different objects by counting and then saying which one is more or less.
3. Ask students how we can find out how much more or less the objects in one group are compared to the other.
4. Students should say that we start counting from the smaller number and count until we reach the larger number.



## ASSESSMENT

1. Ask the following questions:
  - ◊ 9 is \_\_\_\_\_ greater than 3
  - ◊ 4 is \_\_\_\_\_ less than 7
  - ◊ 7 is 3 greater than \_\_\_\_\_.



## HOMEWORK / FOLLOW UP

Assign the relevant questions on page 39 from the textbook.

**Month**

**4**

# HOW MUCH MORE



## STUDENT LEARNING OUTCOMES

- Compare numbers from 1 to 20 to identify "how much more" one is from another.

## INFORMATION FOR TEACHERS

Teachers should know:

- How to find the difference between two numbers by counting forward.
- That the number line may be used for finding how much more one number is from another.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



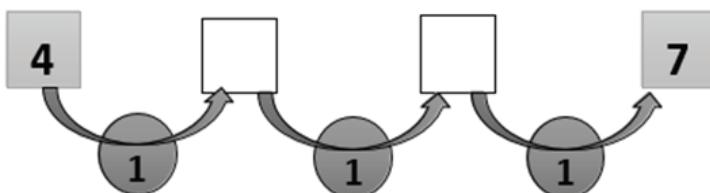
## MATERIALS / RESOURCES REQUIRED

Textbook, Writing Board, Marker/Chalk, Chart, Flashcards (Numbers from 1 to 20)



## INTRODUCTION

- Divide the students into pairs.
- Write the following real-life scenario on the board. Explain it to the students as well.
  - Attiya has 4 storybooks. Her sister, Aleema, has 7 storybooks.
- Ask students how many more storybooks does Aleema has than Attiya?
- Let students discuss the answer in pairs.
- Ask a few pairs to share their thoughts with the class.
- If students give 3 as an answer, ask them to explain.
- Now tell students, to find how many more books Aleema has than Attiya we start counting from 4 until we reach 7.
- Show students the chart below and hold up a finger for each step i.e., when you say "5" you should hold up one finger when you say "6" you should hold up two fingers and when you say "7" you hold up three fingers.



- Ask students how many steps were taken to reach 7 from 4?
- Students should say "3".
- Tell students that Aleema has 3 more books than Attiya.

12. Ask a student to fill in the blank shown below:

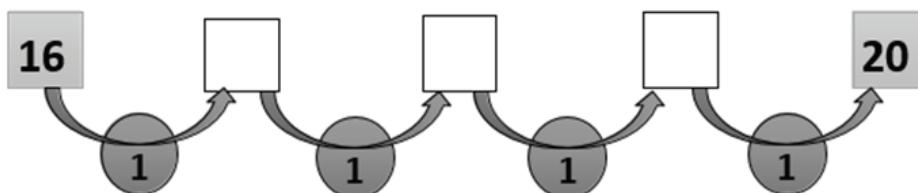
◊ 7 is \_\_\_\_\_ more than 4.



## DEVELOPMENT

### Activity 1

1. Divide the students into pairs.
2. Write the following real-life scenario on the board. Explain it to the students as well.  
Hooria is a 16-year-old student. She loves playing games on her mother's phone and wants to get her own. When she asks her baba for a phone, he says that she must wait until she is 20. How many years will Hooria have to wait to get a phone?
3. Allow students to raise their hands and give an answer.
4. If any student uses the "count forward" method and gives 4 as an answer, by counting from 16 to 20, then commend the answer.
5. If the students are not able to answer, show the correct steps on the writing board. See below:



6. Raise a finger with every step and ensure that 4 fingers are visible to all students when the count reaches 20 from 16, after 4 steps.
7. Tell students that Hooria has to wait 4 years to get the phone.
8. As a final step ask a student to fill in the blank shown below:  
20 is \_\_\_\_\_ more than 16.

### Activity 2

1. Ask students to work in pairs.
2. Distribute flashcards with different numbers (either from 1 to 10 or from 11 to 20) to each pair and make sure that the difference between the numbers is not more than 9.
3. Call a pair to the front of the class.
4. Ask them to hold up their 2 flashcards with different numbers.
5. Ask the students in the pair to compare which number is larger and which number is smaller.
6. Other students should also give their input.
7. Now ask the pair to find how much more the larger number is than the smaller number.
8. The students in the pair should count forward from the smaller number until they reach the larger number and then find "how much more".
9. Other students should give their input before you guide and verifies the answer.
10. Call another pair to the front of the class having two different number flashcards.
11. Repeat the steps mentioned above.
12. Ensure that students from all pairs come up to the front of the class and find how much more the larger number is than the smaller number.



## CONCLUSION / SUM UP

1. Ask students how to find how much more a larger number is than a smaller number.
2. Students should mention that they have learned to compare two numbers and find:
3. How much more one number is than another by counting forward from the smaller number until they reach the larger number.



## ASSESSMENT

1. Draw the table below on the writing board.
2. Individually ask students to come to the board and complete the following table.

Smaller Number	Larger Number	How Much More
5	8	
3	9	
13	17	
11	19	

3. After the students have completed the table, share the solution.



## HOMEWORK / FOLLOW UP

Assign the questions from the textbook on page 45 as homework.

# 22

# ADDITION OF 1-DIGIT NUMBERS



## STUDENT LEARNING OUTCOMES

- Recognize and use symbols of addition “+” and equality “=”
- Add two 1-digit numbers sum up to 9.

## INFORMATION FOR TEACHERS

Teachers should know:

1. The meaning and correct usage of “+” and “=”
2. How to pictorially add a one-digit number with a one-digit number by counting.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chart Paper

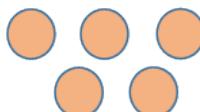


## INTRODUCTION

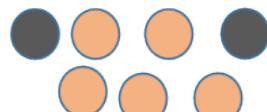
1. Divide the students into pairs.
2. Write the following real-life scenario on the board. Explain it to the students as well.  
Amir has 2 marbles. His best friend Fiaz gives him 5 more. How many marbles does Amir have altogether?
3. Let students discuss the question in pairs.
4. Tell them to draw a picture to represent the question.
5. Ask a few pairs to share their answers with the class.
6. After taking student responses, draw a picture and write the words as shown below:



2



5



SEVEN (7)

7. Show students how the separate marbles are put together and then counted so that 2 and 5 equals 7.
8. Ask students if they know the symbols they can use instead of writing “AND” and “EQUALS”.
9. Take student responses and record them on the writing board.

10. Introduce the “+” and the “=” symbols to students as shown below:

$$\boxed{2} \quad \text{AND} \quad \boxed{5} \quad \text{EQUALS} \quad \boxed{7}$$

$$\boxed{2} \quad + \quad \boxed{5} \quad = \quad \boxed{7}$$

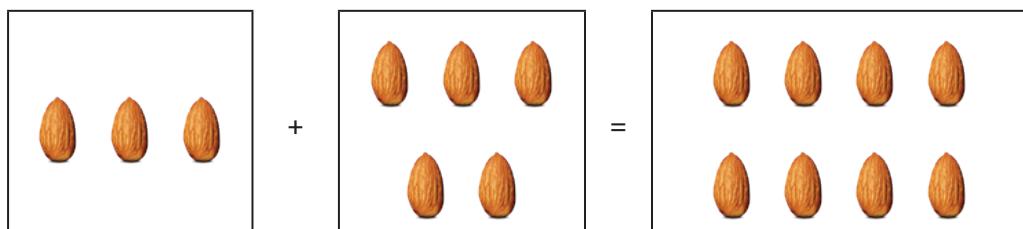
11. Tell students that we can use the “+” symbol instead of “AND” and use the “=” symbol instead of “EQUALS”



## DEVELOPMENT

### Activity 1

1. Write the following example on the writing board and ask students to solve it in pairs.  
There were 3 almonds in the jar. Ali put 5 more almonds in it. How many almonds does the jar have altogether?
2. Let students discuss the question in pairs.
3. Ask students to draw a picture of their solution.
4. Ask a few pairs to share their answers with the class.
5. Show students a picture solution as shown below:



6. After drawing a picture on the board tell students how the almonds are brought together. Count the almonds. Show students that 3 and 5 make 8.
7. Write the statement using numbers as well as shown below:

$$\boxed{3} \quad + \quad \boxed{5} \quad = \quad \boxed{8}$$



## CONCLUSION / SUM UP

Ask students to explain the steps involved in the addition of a 1-digit number with another 1-digit number. Students should mention that we can draw a picture to help with the addition.

# ADDITION OF 1-DIGIT NUMBERS



## STUDENT LEARNING OUTCOMES

- Recognize and use symbols of addition “+” and equality “=”
- Add two 1-digit numbers sum up to 9.

## INFORMATION FOR TEACHERS

Teachers should know:

1. The meaning and correct usage of “+” and “=”
2. How to pictorially add a one-digit number with a one-digit number by counting.



## INTRODUCTION

Tell the students that they will continue to explore the addition of a 1-digit number with another 1-digit number in this lesson..



## DEVELOPMENT

### Activity 2

1. Write the following example on the writing board and ask students to solve it in their notebooks.
2. Amna has 6 pencils. She bought 3 more pencils. How many pencils does Amna have now?
3. Let students discuss the answer in pairs.
4. Ask a few pairs to share their answers with the class.
5. After student discussion, share the correct answer with the students. Draw a picture as well as write  $6 + 3 = 9$ .



## CONCLUSION / SUM UP

Ask students to explain the steps involved in the addition of a 1-digit number with another 1-digit number. Students should mention that we can draw a picture to help with the addition and also highlight the meaning and correct usage of “+” and “=”.



## ASSESSMENT

1. Write the following question on the writing board and ask students to solve it on the board. Read the question and explain it to the students.
  - ◊ Irtiza has 5 stamps and Mustafa has 2 stamps. How many stamps do both of them have altogether?
2. After students have attempted the question, share the correct solution, with pictures, with the students.



## HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on pages 46 to 50.

**24****ADDITION OF 2-DIGIT NUMBERS****STUDENT LEARNING OUTCOMES**

- Add 2-digit numbers to 10s.
- Add two 2-digit numbers.

**INFORMATION FOR TEACHERS**

Teachers should know that numbers can be added by adding ones with ones and then tens with tens.

**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils

**INTRODUCTION**

1. Divide the students into pairs.
2. Write the following real-life scenario on the board. Explain it to the students as well.  
A teacher has 47 pencils. She buys 30 more pencils for her class. How many pencils does the teacher have altogether?
3. Let students discuss the answer in pairs.
4. Ask a few pairs to share their answers with the class. Ask students why is it difficult to find the difference by counting on their fingers? Take student responses.
5. Show students the following pictorial representation of the question:

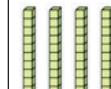
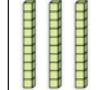
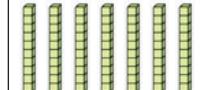
		TENS	ONES
Pencils the teacher has	$4 + 7$		
More pencils she buys	$3 + 0$		
Total Pencils	$7 + 7$		

6. Tell students that as a first step, they should add the ones i.e.,  $7 + 0 = 7$
7. Then as the next step, they should add the tens i.e.,  $4 + 3 = 7$ .
8. Tell students that by making a pictorial representation they can add a 2-digit number with a 2-digit number (multiple of 10).

9. Show students an addition table with numerals as well:

		TENS	ONES
Pencils the teacher has		4	7
More pencils she buys	+	3	0
Total Pencils		7	7

10. Now ask the students, what if the teacher had bought 32 pencils rather than 30.  
 11. Let students discuss the answer in pairs.  
 12. Ask a few pairs to share their answers with the class.  
 13. Once again show the students a pictorial representation of the revised question:

		TENS	ONES
Pencils the teacher has	$4 + 7$		 
More pencils she buys	$3 + 2$		
Total Pencils	$7 + 9$		

14. Show students an addition table with numerals as well as shown below:

		TENS	ONES
Pencils the teacher has		4	7
More pencils she buys	+	3	2
Total Pencils		7	9

15. Remind students that by making a pictorial representation and by making a table they can add a 2-digit number with a 2-digit number, whether it is a multiple of 10 or not. Highlight that first the ones are added and then the tens.



## DEVELOPMENT

### Activity 1

- Divide the students into pairs.
- Write the following questions on the board.

i)      tens    ones  
       5            3  
  +       2           0  
           \_\_\_\_\_

ii)     tens    ones  
       1            4  
  +       6           0  
           \_\_\_\_\_

iii)    tens    ones  
       3            0  
  +       5           7  
           \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iv)     tens    ones  
       1            3  
  +       1           3  
           \_\_\_\_\_

v)      tens    ones  
       8            1  
  +       1           6  
           \_\_\_\_\_

vi)     tens    ones  
       6            4  
  +       3           3  
           \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Let students discuss and attempt the questions in pairs.
- Ask a few pairs to share their answers with the class.
- After taking student responses, share the correct responses with the students.



## CONCLUSION / SUM UP

- Ask students for their input on the process of addition of 2-digit numbers with 2-digit numbers.
- Students should mention that numbers can be added by writing them as ones and tens, then adding the ones followed by adding the tens.
- Students should mention that they can represent the addition pictorially or with numerals.



## ASSESSMENT

- Write the following questions on the writing board and ask students to solve them in their notebooks.

i)      tens     ones  
      4            0  
+       4           0  
\_\_\_\_\_

ii)     tens     ones  
      2            0  
+       6           9  
\_\_\_\_\_

iii)    tens     ones  
      4            4  
+       2           0  
\_\_\_\_\_

iv)     tens     ones  
      2            2  
+       1           7  
\_\_\_\_\_

v)      tens     ones  
      3            2  
+       2           1  
\_\_\_\_\_

vi)     tens     ones  
      7            3  
+       2           2  
\_\_\_\_\_

- After students have attempted the question, share the correct solutions with the students.



## HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on pages 53 – 54

**25****FINDING UNKNOWN NUMBERS****STUDENT LEARNING OUTCOMES**

Recognize the use of symbol to represent an unknown such as  $\square + 4 = 7$ ,  $3 + 4 = \square$ ,  $4 + \square = 7$  (include questions that sum up to 20)

**INFORMATION FOR TEACHERS**

Teachers should know how to identify the unknown in a simple mathematical equation.

**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Charts

**INTRODUCTION**

1. Paste the chart, on the board, with the picture of birds as shown below. The chart should be prepared before the lesson.



2. Tell students to discuss in pairs and then fill in the blanks.

\_\_\_\_\_ birds were sitting on the tree  
\_\_\_\_\_ more birds flew and sat on the tree  
\_\_\_\_\_ birds were on the tree altogether

3. Guide students during their discussion to count the birds.

4. Fill in the blanks as follows:

4 birds were sitting on the tree  
2 more birds flew and sat on the tree  
6 birds were on the tree altogether

5. Students should also discuss in pairs and complete the empty box shown below:

$$\boxed{4} + \boxed{\quad} = \boxed{6}$$

6. The filled box is shown below for the teacher:

$$\boxed{4} + \boxed{2} = \boxed{6}$$

7. Ask students how can we identify the missing number if we did not have a picture story to guide us.
8. Let students think and discuss.
9. Take student responses.
10. Tell students that to identify the missing number we start counting forward from the given number up to the number on the right side of the equals sign i.e., start counting from 4 up to 6.
11. Hold up a finger for each step i.e., say "5" and hold up one finger, then say "6" and hold up two fingers. Therefore, the missing number is 2.
12. Tell students that in today's lesson they will be identifying the unknown number in the box.



## DEVELOPMENT

### Activity 1

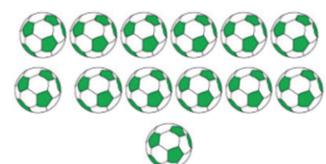
1. Paste a chart with the following pictures showing addition.



$$\boxed{9} + \boxed{\quad} = \boxed{12}$$



$$\boxed{\quad} + \boxed{3} = \boxed{12}$$



$$\boxed{\quad} + \boxed{5} = \boxed{12}$$

$$\boxed{\quad} + \boxed{5} = \boxed{12}$$



$$\boxed{8} + \boxed{8} = \boxed{16}$$

$$\boxed{8} + \boxed{8} = \boxed{16}$$

2. Tell students to work in pairs and write the correct numbers under each picture.
3. Take responses from some pairs
4. Take student input on each response.
5. Guide students during the activity and arrive at the correct answers.



## CONCLUSION / SUM UP

1. Ask students how can they identify unknown numbers in simple mathematical sentences.
2. Students should say that when pictures are given they may count the number of objects in the picture and write the relevant numbers under the pictures and verify the statements.
3. Students should also mention that to find the missing number in a mathematical

sentence, they may also use the counting forward strategy from the given number up to the number on the right side of the equals sign as outlined in the introductory section.

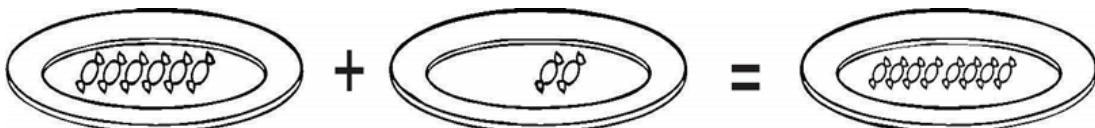


## ASSESSMENT

1. Write the following on the board:

$$\boxed{\phantom{0}} + \boxed{2} = \boxed{8}$$

2. Ask students to complete the empty box in their notebooks.
3. Encourage the students to count upwards from 2 to 8 to find the missing number. If some students are unable to do the question do not guide them yet.
4. Now show the following picture to the students:



5. Ask students who were unable to do the question, to now complete the empty box.
6. Guide all students where needed.



## HOMEWORK / FOLLOW UP

Assign the questions from the textbook on page 55 as homework.

# ADDITION USING MENTAL STRATEGIES



## STUDENT LEARNING OUTCOMES

Add numbers (up to 20) using mental strategies by using real-life examples.

## INFORMATION FOR TEACHERS

Teachers should know mental strategies when adding numbers such as separating tens and ones in a 2-digit number and then adding ones mentally.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chart



## INTRODUCTION

1. Write the following question on the board (or paste a chart) and ask students to mentally answer the question without writing it.  
Tahir had 14 balloons. His sister gives him 3 more balloons. How many balloons did Tahir have altogether?
2. Give students a few minutes to think about the question.
3. Let students raise their hands and give their answers.
4. Ask students to present a rationale for their answers.
5. Students may say that they counted up 3 steps from 14 to arrive at 17.
6. Commend this approach and elaborate on an alternative approach as mentioned below.
7. Explain the following steps to students:
  - ◊ Step 1: Separate tens and ones       $14 = 10 + 4$
  - ◊ Step 2: Add the ones                   $4 + 3 = 7$
  - ◊ Step 3: Add the tens and answer     $10 + 7 = 17$



## DEVELOPMENT

### Activity 1

1. Display a chart on the writing board with the following questions:  
Jamal has 11 toy cars. His father gifts him 5 more. How many toy cars does Jamal have altogether?  
Alina has 15 markers. Her brother gives her 2 more. How many markers does Alina have now?

A zoo has 12 animals. It gets 7 more from a nearby zoo. How many animals does the zoo have now?

2. Ask students to raise their hands if they can explain the mental strategy they used.
3. Guide students during the mental calculations.

### Activity 2

1. Write the following questions on the board.
2. Tell the students to add the following numbers by using the mental strategy
  - ◊  $10 + 8 = \square$
  - ◊  $4 + 11 = \square$
  - ◊  $15 + 4 = \square$
3. Students should raise their hands if they can explain the mental strategy they used.
4. Guide students during the mental calculations.



### CONCLUSION / SUM UP

Ask students how can they do addition using mental strategies. Students should give examples of addition and mention mental strategies such as separating tens and ones in a 2-digit number, adding ones mentally, and then adding the answer to the 10.



### ASSESSMENT

1. Students should copy and complete the following questions in their notebooks by using a mental strategy.  
 $12 + 4 = \square$   
Farhan had 10 Rupees in his pocket. His sister gave him 5 rupees more. How much money does Farhan have now?
2. Share the final solutions and the steps with the students.



### HOMEWORK / FOLLOW UP

Assign the questions from the textbook on page 56 as homework.

# ADDITION USING MENTAL STRATEGIES



## STUDENT LEARNING OUTCOMES

Construct addition sentences from given number stories.

## INFORMATION FOR TEACHERS

Teachers should know:

- That number stories are a way to show that math is connected to real life.
- How to identify the correct information from a number story and make an additional sentence from it.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chart



## INTRODUCTION

1. Write the following number story on the board.
  - ◊ Asad has 14 markers, and his brother gives him 10 more. How many markers does Ali have now?
2. Ask students how do we solve this problem?
3. Give students a few minutes to discuss in pairs.
4. Take students' responses.
5. Tell students that to solve the question we must add 14 and 10.
6. Tell students that Asad already had 14 markers and gets 10 more. Therefore, we add the numbers together to find how many he has altogether.
7. Tell students that when the numbers are written using the correct mathematical symbols it is called an "addition sentence" as shown below:

$$14 + 10 = 24$$

8. Tell students that in today's lesson we will be writing some addition sentences from given number stories.



## DEVELOPMENT

### Activity 1

1. Write the following number stories or paste a chart on the board. The chart should be prepared before the lesson.

Abid has 18 marbles and Ahmed has 40 marbles. How many marbles do they have altogether?

Zeeshan brought biscuits for Rs. 40 and toffees for Rs. 50. How much does he spend altogether?

Saman has 12 chocolates, and her sister gives her 7 more chocolates. How many chocolates will Saman have altogether?

2. Ask students to work in pairs and write the addition sentences for each number story in their notebooks.
3. Ask students to come up to the board and write the addition sentences and solve the questions.
4. Encourage other students to also give their input.
5. Also, provide guidance where needed and share the correct addition sentences after ensuring student participation.



## CONCLUSION / SUM UP

Ask students what a number story is and how do we construct addition sentences from number stories. Students should mention that number stories are a way to show that math is connected to real life. Students should highlight that it is important to identify the correct information from a number story to make an addition sentence from it.



## ASSESSMENT

1. Ask students to individually write the addition sentence for the following number story.  
Adnan brought wheat for Rs. 70 and corn for Rs. 60. How much did he pay to the shopkeeper?
2. After students have attempted the question share the correct addition sentence with the students.



## HOMEWORK / FOLLOW UP

Ask students to write addition for all the number of stories written on pages 53 to 54.

**Month**

5

# 28

# HOW MUCH LESS



## STUDENT LEARNING OUTCOMES

Compare numbers from 1–20 and find “how many less” one is than the other?

## INFORMATION FOR TEACHERS

Teachers should know how to find the difference between two numbers by counting backward.



**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD**



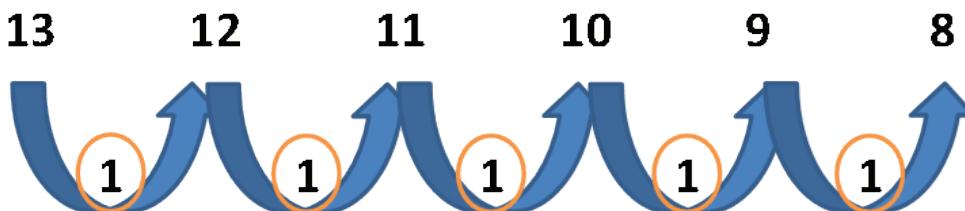
## MATERIALS / RESOURCES REQUIRED

Textbook, Writing Board, Marker/Chalk, Chart, Flashcards (Numbers from 1 to 20)



## INTRODUCTION

1. Divide the students into pairs.
2. Write the following real-life scenario on the board. Explain it to the students as well.  
Asma has 13 sweets. Her sister Amal has 8 sweets. How many fewer sweets does Amal have than Asma?
  - ◊ How many less sweets does Amal have than Asma?
3. Let students discuss the answer in their pairs.
4. Ask a few pairs to share their thoughts with the class.
5. If students give 5 as an answer, then ask them to explain their thinking process.
6. Now tell students, to find how many less sweets Amal has than Asma we start counting backward from 13 until we reach 8.
7. Show students the chart below and hold up a finger for each step i.e., say “12” and hold up one finger, say “11” and hold up two fingers, and so on until you reach 8 and hold up five fingers.



8. Ask students how many steps were taken to reach 8 from 13?
9. Students should say “5”.
10. Tell students that Amal has 5 less sweets than Asma.

- As a final step ask a student to fill in the blank shown below (in their notebooks):
- 8 is \_\_\_\_\_ less than 13.



## DEVELOPMENT

### Activity 1

- Ask students to work in pairs.
- Distribute flashcards with different numbers (from 1 to 20) to each pair and make sure that the difference between the numbers is not more than 9.
- Call a pair to the front of the class.
- Ask them to hold up their flashcards.
- Ask the students in the pair to compare which number is larger and which number is smaller.
- Other students should also give their input.
- Now ask the pair to find how much less the smaller number is than the larger number.
- The students in the pair should count backward (on their fingers) from the larger number until they reach the smaller number and then find "how much less".
- Other students should give their input before the teacher also provides guidance and verifies the answer.
- Call another pair to the front of the class.
- Repeat the steps mentioned above.
- Ensure that all pairs come up to the front of the class and find how much less the smaller number is than the larger number.



## CONCLUSION / SUM UP

- Ask students how to find how much less the smaller number is than the larger number.
- Students should mention that they have learned to compare two numbers and find how much less one number is than another by counting backward from the larger number until they reach the smaller number.



## ASSESSMENT

- Ask students to complete the following table on the board.
- The chart should be prepared before the lesson.

Larger Number of Objects	Smaller Number of Objects	How Much Less

- After students are done, they should share their solutions.

4. Draw the following on the board and ask students to fill in the blanks



15 is \_\_\_\_\_ less than 20.

5. After students have attempted the question take student responses, guide, and then give a solution.



## HOMEWORK / FOLLOW UP

Assign the questions from the textbook on page 58 as homework.

# SUBTRACTION OF 1-DIGIT NUMBERS



## STUDENT LEARNING OUTCOMES

- Recognize subtraction as a difference and take away and use the symbol “-”.
- Subtract 1 - digit number from 1 - digit number.

## INFORMATION FOR TEACHERS

Teachers should know:

- how to pictorially subtract a one-digit number from a one-digit number by crossing out pictures.
- the correct usage of the minus “-” symbol.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



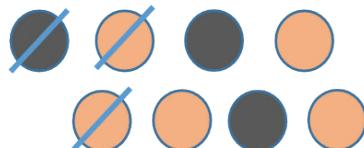
## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chart Paper



## INTRODUCTION

1. Divide the students into pairs.
2. Write the following real-life scenario on the board. Explain it to the students as well.  
Hooria had 8 marbles out of which she gave 3 marbles to her brother. How many marbles are left with Hooria?
3. Let students discuss the question in pairs.
4. Tell them to draw a picture to represent the question.
5. Ask a few pairs to share their answers with the class.
6. After taking student responses, draw objects representing the larger number and cut out the objects as the smaller number.
7. Draw a picture with 8 marbles and cross out 3 marbles as shown below:



8. Count the remaining marbles
9. Show students how the remaining marbles are 5.
10. Introduce the “-” and the “=” symbols to students as shown below:

$$\boxed{8} \text{ MINUS } \boxed{3} \text{ EQUALS } \boxed{5}$$

$$\boxed{8} - \boxed{3} = \boxed{5}$$

11. Tell students that we can use the “-” symbol instead of “MINUS” and use the “=” symbol instead of “EQUALS”



## DEVELOPMENT

### Activity 1

1. Write the following example on the writing board and ask students to solve it in pairs.  
There were 9 eggs in a tray. Hareem’s mother used 4 eggs to bake a cake. How many eggs were left in the tray?
2. Let students discuss the question in pairs.
3. Ask students to draw a picture of their solution.
4. Ask a few pairs to share their answers with the class.
5. Show students a picture solution as shown below:



6. Cross out 4 eggs.
7. Tell students how there were 9 eggs and 4 were used.
8. Count the remaining eggs. Show students that 5 eggs are left.
9. Write the statement using numbers as shown below:  
 $9 - 4 = 5$ .

### Activity 2

1. Write the following example on the writing board and ask students to solve it in their notebooks.  
Amna has 6 pencils. She gave away 3 pencils to her best friend. How many pencils does Amna have now?
2. Let students discuss the answer in pairs.
3. Ask a few pairs to share their answers with the class.
4. After student discussion, share the correct answer with students.
5. Draw a picture as well as write  $6 - 3 = 3$ .



## CONCLUSION / SUM UP

1. Ask students to explain the steps involved in the subtraction of a 1-digit number with another 1-digit number.
2. Students should mention that we can draw a picture and then cross out the number of objects that were taken away.
3. Students should highlight that to find how many objects are left, they count. Students should also touch upon the meaning and correct usage of “-” and “=“.



## ASSESSMENT

1. Write the following example on the writing board and ask students to solve it in their notebooks.

- Irtiza has 5 stamps, and he gave 2 to Mustafa. How many stamps does Irtiza have left?
2. After students have attempted the question, share the correct solution, with pictures, with the students.



## HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on pages 59 -62.

# SUBTRACTION OF 1-DIGIT NUMBERS FROM 2-DIGIT NUMBERS



## STUDENT LEARNING OUTCOMES

Subtract a 1-digit number from 2- digit number.

## INFORMATION FOR TEACHERS

Teachers should know:

- That to subtract a 1-digit number from a 2-digit number we need to count backwards, the same number of steps as the 1-digit number, from the 2-digit number.
- That numbers can be subtracted by writing them in tens and ones.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



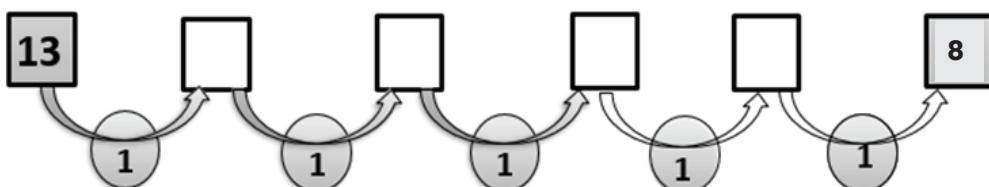
## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chart paper



## INTRODUCTION

- Divide the students into pairs.
- Write the following real-life scenario on the board. Explain it to the students as well.
  - Mina has 13 chocolates, and she gives her sister 5 chocolates.
- How many chocolates will Mina have left?
- Let students discuss the question in pairs.
- Ask a few pairs to share their answers with the class.
- After taking student responses, show students the following chart.



- Tell students that to subtract a 1-digit number from a 2-digit number we count backwards, the same number of steps as the 1-digit number from the 2-digit number i.e. hold up a finger for each step i.e. when you say "12" you should hold up one finger, when you say "11" you should hold up two fingers, when you say "10" you should hold up three fingers, when you say "9" you should hold up four fingers, and finally when you say "8" you should be holding up five fingers as 5 had to be subtracted from 13.

Write  $13 - 5 = 8$  on the writing board.



## DEVELOPMENT

### Activity 1

1. Divide the students into pairs.
2. Write the following real-life scenario on the board. Explain it to the students as well.  
Umar had 27 sweets. His younger brother took 5 from him. How many sweets does Umar have left?
3. Let students discuss the answer in pairs.
4. Ask a few pairs to share their answers with the class.
5. Commend any student that counts backwards 5 steps from 27 and arrives at 22 as an answer.
6. Show students the following table:

		TENS	ONES
Sweets Umar has		2	7
Taken by his brother	-		5
Sweets left with Umar		2	2

7. Show students where each digit is written in the table.
8. Tell students that as a first step, they should subtract the ones i.e.,  $7 - 5 = 2$ . Draw a picture of 7 sweets and cross out 5 to show students that 2 are left.
9. Then as the next step, they should subtract the tens i.e.,  $2 - 0 = 2$ .
10. Tell students that if there is nothing written in the tens box then it means 0.
11. Tell students that by making a table they subtract a 1-digit number from a 2-digit number.
12. For the question above, they were able to find that after Umar's brother has taken away 5 sweets, Umar has 22 sweets left.



### CONCLUSION / SUM UP

1. Ask students how to subtract a 1-digit number from a 2-digit number.
2. Students should mention that to subtract a 1-digit number from a 2-digit number we need to count backwards, the same number of steps as the 1-digit number from the 2-digit number.
3. Furthermore, two 2-digit numbers can also be subtracted by writing them in tens and ones and first finding the difference between the ones and then the tens.



### ASSESSMENT

1. Write the following questions on the writing board and ask students to answer them in their notebooks.

$$\begin{array}{r} \text{tens} \quad \text{ones} \\ 2 \quad 5 \\ - \quad 4 \\ \hline \end{array} \qquad \begin{array}{r} \text{tens} \quad \text{ones} \\ 1 \quad 8 \\ - \quad 7 \\ \hline \end{array}$$

2. Sana had 18 strawberries; she ate 6 strawberries of them. How many strawberries are left?

	T	O
Total strawberries	<input type="text"/>	<input type="text"/>
Eaten Strawberries	-	<input type="text"/>
Strawberries left		<input type="text"/>



## HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on pages 63 to 64.

# SUBTRACTION OF 2-DIGIT NUMBERS FROM 2-DIGIT NUMBERS



## STUDENT LEARNING OUTCOMES

- Subtract tens from 2-digit numbers
- Subtract a 2-digit number from a 2-digit number

## INFORMATION FOR TEACHERS

Teachers should know that numbers can be subtracted:

- by finding the difference between the ones and
- then finding the difference between the tens.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



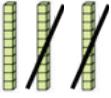
## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils



## INTRODUCTION

1. Divide the students into pairs.
2. Write the following real-life scenario on the board. Explain it to the students as well.  
A teacher has 34 pencils. She distributes 20 pencils among her students. How many pencils does the teacher have left?
3. Let students discuss the answer in pairs.
4. Ask a few pairs to share their answers with the class.
5. Show students the following pictorial representation of the question:

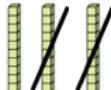
TENS	ONES
3	4
	
1	4
	

6. Tell students that as a first step, they should subtract the ones i.e.,  $4 - 0 = 4$
7. Then as the next step, they should subtract the tens i.e.,  $3 - 2 = 1$ .
8. Tell students that by making a pictorial representation they can see how 2 tens were crossed out and 14 pencils were left.

9. Show students a table with numerals as well. See below:

		TENS	ONES
Pencils the teacher has		3	4
Pencils she distributes	-	2	0
Pencils she has left		1	4

10. Now ask the students, what if the teacher had given away 22 pencils rather than 20.  
 11. Let students discuss the answer in pairs.  
 12. Ask a few pairs to share their answers with the class.  
 13. The teacher should once again show the students a pictorial representation of the revised question:

TENS	ONES
3	4
	
1	2
	

14. Show students a table with numerals as well. See below:

		TENS	ONES
Pencils the teacher has		3	4
Pencils she distributes	-	2	2
Pencils she has left		1	2

15. Remind students that by making a pictorial representation and by making a table they can subtract a 2-digit number from a 2-digit number, whether it is a multiple of 10 or not. The teacher should highlight that first the ones are subtracted and then the tens.



## DEVELOPMENT

### Activity 1

- Divide the students into pairs.
- Write the following questions on the board.

i)      tens    ones	ii)     tens    ones	iii)    tens    ones
5            3	6            4	3            7
-            2        0	-            4        0	-            2        0
<hr/>	<hr/>	<hr/>

$$\begin{array}{r} \text{iv) } \begin{array}{rr} \text{tens} & \text{ones} \\ 2 & 3 \\ - & \hline 1 & 3 \end{array} \end{array}$$

$$\begin{array}{r} \text{v) } \begin{array}{rr} \text{tens} & \text{ones} \\ 8 & 7 \\ - & \hline 1 & 6 \end{array} \end{array}$$

$$\begin{array}{r} \text{vi) } \begin{array}{rr} \text{tens} & \text{ones} \\ 5 & 4 \\ - & \hline 3 & 3 \end{array} \end{array}$$

3. Let students discuss and attempt the questions in pairs.  
 4. Ask a few pairs to share their answers with the class.  
 5. After taking student responses, share the correct responses with the students.



## CONCLUSION / SUM UP

- Ask students for their input on the process of finding the difference between two 2-digit numbers.
- Students should mention that numbers can be subtracted by writing them in ones and tens and then first finding the difference between the ones and then the difference between the tens.
- Students should mention that they can represent the subtraction pictorially and cross number bars or blocks to find how many are left.



## ASSESSMENT

- Write the following questions on the writing board and ask students to individually solve them in their notebooks.

$$\begin{array}{r} \text{i) } \begin{array}{rr} \text{tens} & \text{ones} \\ 4 & 0 \\ - & \hline 3 & 0 \end{array} \end{array}$$

$$\begin{array}{r} \text{ii) } \begin{array}{rr} \text{tens} & \text{ones} \\ 6 & 9 \\ - & \hline 3 & 0 \end{array} \end{array}$$

$$\begin{array}{r} \text{iii) } \begin{array}{rr} \text{tens} & \text{ones} \\ 4 & 4 \\ - & \hline 2 & 0 \end{array} \end{array}$$

$$\begin{array}{r} \text{iv) } \begin{array}{rr} \text{tens} & \text{ones} \\ 2 & 2 \\ - & \hline 1 & 1 \end{array} \end{array}$$

$$\begin{array}{r} \text{v) } \begin{array}{rr} \text{tens} & \text{ones} \\ 3 & 2 \\ - & \hline 2 & 1 \end{array} \end{array}$$

$$\begin{array}{r} \text{vi) } \begin{array}{rr} \text{tens} & \text{ones} \\ 7 & 3 \\ - & \hline 2 & 2 \end{array} \end{array}$$

- After students have attempted the questions, share the correct solutions with the students.



## HOMEWORK / FOLLOW UP

Assign the relevant questions from the textbook on pages 65 – 66

**32****FINDING UNKNOWN NUMBERS****STUDENT LEARNING OUTCOMES**

Recognize the use of symbol to represent an unknown such as  $9 - \square = 7$ ,  $9 - 7 = \square$

**INFORMATION FOR TEACHERS**

Teachers should know how to identify the unknown in a simple mathematical equation.

**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Textbooks, Pencils, Charts

**INTRODUCTION**

1. Paste the chart with the picture of sitting and flying away birds shown below on the writing board. The chart should be prepared before the lesson.
2. Tell students to discuss in pairs and then fill in the blanks.
  - ◊ \_\_\_\_\_ birds were on the tree before any flew away
  - ◊ \_\_\_\_\_ birds flew away from the tree
  - ◊ \_\_\_\_\_ birds were left on the tree
3. Guide students during their discussion to count the birds.
4. Fill in the blanks as follows:  
6 birds were on the tree before any flew away  
2 birds flew away from the tree  
4 birds were left on the tree
5. Students should also discuss in their pair and complete the empty box shown below:

$$\boxed{6} - \boxed{\phantom{0}} = \boxed{4}$$

6. Ask students how we can identify the missing number if we did not have a picture story to guide us.
7. Let students think and discuss.
8. Take student responses.
9. Tell students that to identify the missing number we start counting backward from the given number to the number on the right side of the equals sign i.e., start counting from 6 until you get to 4.
10. Hold up a finger for each step i.e., when you say "5" you should hold up one finger, when you say "4" you should hold up two fingers. Therefore, the missing number is 2.

- Hide the 6 and display the 2 and ask students how they would find the unknown number.
- Let students think and discuss.
- Take student responses.
- Tell students that in today's lesson they will be identifying the unknown number in the box.



## DEVELOPMENT

### Activity 1

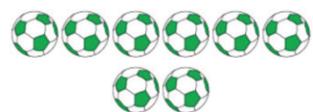
- Paste a chart with the following pictures showing subtraction.



$$\boxed{14} - \boxed{\phantom{0}} = \boxed{9}$$



$$\boxed{\phantom{0}} - \boxed{4} = \boxed{8}$$



$$\boxed{16} - \boxed{6} = \boxed{10}$$



- Students should work in pairs and write the correct number in each box.
- Take responses from some pairs
- Take student input on each response.
- Guide students during the activity and arrive at the correct answers.
- These have been shown in blue only for the teacher.



## CONCLUSION / SUM UP

- Ask students how they can identify unknown numbers in simple mathematical sentences.
- Students should say that when pictures are given, they may count the number of objects in the picture and write the relevant numbers under the pictures and verify the statements.
- Students should also mention that to find the missing number in a mathematical sentence, they may also use a counting backward strategy from the given number up to the number on the right side of the equals sign.



## ASSESSMENT

1. Write the following on the board:

$$\boxed{\phantom{0}} - \boxed{3} = \boxed{4}$$

2. Ask students to complete the empty box.
3. Guide all students where needed.



## HOMEWORK / FOLLOW UP

Assign the questions from the textbook on page 68 as homework.

# SUBTRACTION USING MENTAL STRATEGIES



## STUDENT LEARNING OUTCOMES

Subtract the numbers (up to 20) using mental strategies involving real-life situations.

## INFORMATION FOR TEACHERS

Teachers should know mental strategies when subtracting numbers such as separating tens and ones in a 2-digit number and then subtracting the ones mentally.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chart



## INTRODUCTION

1. Write the following question on the board (or paste a chart) and ask students to use a mental strategy (without writing) to answer the question.

Tahir had 14 balloons. He gave his sister 3 balloons. How many balloons did Tahir have left?

2. Give students a few minutes to think about the question.
3. Let students raise their hands and give their answers.
4. Ask students to present a rationale for their answers.
5. Students may say that they counted backward 3 steps from 14 to arrive at 11.
6. Praise this approach and elaborate on an alternative approach as mentioned below.
7. Explain the following steps to students:
  - ◊ Step 1: Separate tens and ones       $14 = 10 + 4$
  - ◊ Step 2: Subtract the ones       $4 - 3 = 1$
  - ◊ Step 3: Add the tens and answer       $10 + 1 = 11$



## DEVELOPMENT

### Activity 1

1. Display a chart on the writing board with the following questions:
  - ◊ Jamal has 16 toy cars. He gifts 5 of them to his cousin. How many toy cars does Jamal have left?
  - ◊ Alina has 19 markers. She gives her younger brother 4 of them. How many markers does Alina have left?

- ◊ A zoo has 19 animals. It donates 7 of them to a nearby zoo. How many animals does the zoo have left?
  2. Ask students to raise their hands if they can explain their thinking through the solution.
  3. Guide students during the mental calculations.

## **Activity 2**

1. Write the following questions on the board.
  2. Tell the students to subtract the following numbers by using the mental strategy:

$19 - 8 = \boxed{\phantom{00}}$

$16 - 3 = \square$

$19 - 4 = \square$

3. Students should raise their hands if they can explain their thinking through the solution.
  4. Guide students during the mental calculations.



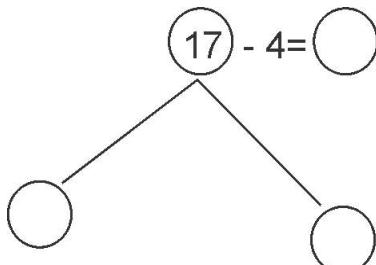
## **CONCLUSION / SUM UP**

1. Ask students how to do subtraction by using mental strategies.
  2. Students should give examples of subtraction and mention mental strategies such as separating tens and ones in a 2-digit number and then finding the difference between the ones mentally and then adding the answer to the 10.



## ASSESSMENT

1. Ask students to copy and complete the following questions. Students should do mental math.



2. Zain had 18 rupees in his pocket. He bought a pen for Rs. 8. How much money is left with Zain?



## **HOMEWORK / FOLLOW UP**

Assign the questions from the textbook on page 69 as homework.

# SUBTRACTION USING MENTAL STRATEGIES



## STUDENT LEARNING OUTCOMES

Construct subtraction sentences from given number stories.

## INFORMATION FOR TEACHERS

Teachers should know:

- that number stories are a way to show that math is connected to real life.
- how to identify the correct information from a number story and make a subtraction sentence from it.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Textbooks, Pencils, Chart



## INTRODUCTION

1. Write the following number story on the board.

Hassan went to the market and purchased five balloons and gave 2 balloons to his sister. How many balloons are left with Hassan?

2. Ask students how do we solve this problem?
3. Give students a few minutes to discuss in pairs.
4. Take students' responses.
5. Tell students that to solve the question we must subtract 5 and 2.
6. Tell students that Hassan had 5 balloons and gives away 2 of them. Therefore, we subtract the numbers to find how many are left.
7. Tell students that when the numbers are written using the correct mathematical symbols it is called a "subtraction sentence" as shown below:  
 $5 - 2 = 3$
8. Draw and show students the following picture as well:



Meisam

Sister

Left with Meisam



## DEVELOPMENT

### Activity 1

1. Write the following number stories or paste a chart on the board. The chart should be prepared before the lesson.
  - ◊ Abid has 18 marbles. He gives away 7 of them to Ahmed. How many marbles are left with Abid?
  - ◊ Hooria has 16 boxes of chocolates. She gives 10 boxes to her best friend. How many boxes are left with Hooria?
  - ◊ Saman has 12 sweets. She gives 7 sweets to her sister. How many sweets are left with Saman?
2. Ask students to work in pairs and write the subtraction sentences for each number story in their notebooks.
3. Ask students to come up to the board, write the subtraction sentences and answer the questions.
4. Encourage other students to also give their input.
5. Provide guidance where needed and share the correct subtraction sentences after ensuring student participation.



## CONCLUSION / SUM UP

1. Ask students what a number story is and how can we construct subtraction sentences from number stories.
2. Students should mention that number stories are a way to show that math is connected to real life.
3. Students should highlight that it is important to identify the correct information from a number story to make a subtraction sentence from it.



## ASSESSMENT

1. Ask students to write the subtraction sentence in their notebooks for the following number story.  
Adnan brought 18 bananas and he ate 5 of them. How many bananas are left with Adnan?
2. After students have attempted the question share the correct subtraction sentence with the students.



## HOMEWORK / FOLLOW UP

Ask students to write subtraction sentences for all the number of stories written on pages 63 to 64.

**Month**

5

# 35

# COMPARISON OF HEIGHT AND LENGTH



## STUDENT LEARNING OUTCOMES

- Compare the heights/lengths of two or more objects using the following terms:
  - ◊ Long, Longer, Longest
  - ◊ Short, Shorter, Shortest
  - ◊ Tall, Taller, Tallest
  - ◊ High, Higher, Highest

## INFORMATION FOR TEACHERS

The teacher should know that:

1. Length is the distance between two points, and we can compare lengths by using terms like long, longer, longest or short, shorter, shortest.
2. Height is the perpendicular distance of an object from the earth, and we can compare heights by using terms like tall, taller, tallest and high, higher, highest.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils (of different sizes), Chalk, Charts, Candles of different heights.



## INTRODUCTION

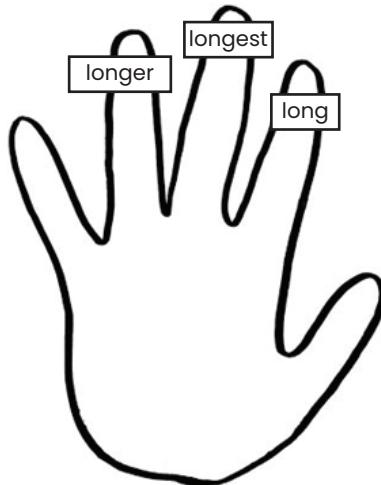
1. Hold up two fingers on the left hand (Index finger and Middle finger). Students should also hold up these two fingers on their left hands. The Index finger is the finger closest to the thumb.
2. Ask the students which finger is longer. Tell students that the middle finger is longer.
3. Which finger is shorter? Let students answer that the index finger is shorter.
4. Tell the students that in today's lesson we will be comparing the lengths and heights of different objects.



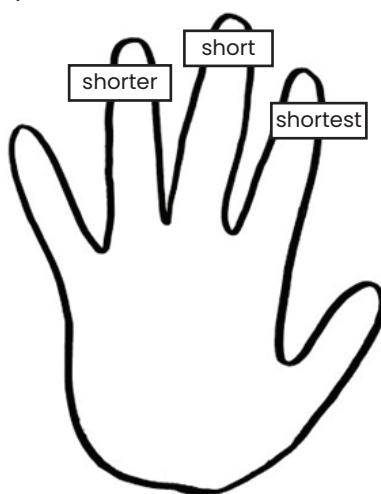
## DEVELOPMENT

### Activity 1

1. Hold up 3 fingers (Index, Middle, and Ring finger) and ask students to use the words "long", "longer, and "longest" to describe the three. Give students a few minutes to discuss amongst themselves.
  - ◊ After a few minutes, draw the picture below



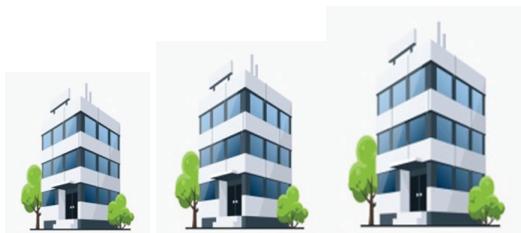
2. Using the same 3 fingers ask the students to use the words "short", "shorter", and "shortest" to describe the three. Give students a few minutes to discuss amongst themselves.
3. After a few minutes, draw the picture below



4. Divide the class into groups.
5. Distribute various objects like, sticks pencils, chalks, and scales to each group.
6. Tell them to arrange the objects lengthwise.
7. Ask the students which is longest, and which is shortest?

### Activity 2

1. Ask 3 students (with a visible height difference) to stand at the front of the class. Ask students to describe the students using the words "tall", "taller" and "tallest".
2. Guide students to arrive at the correct answers.
3. Show three candles of different heights to the students and ask them to identify which candle is "short", "shorter" and "shortest".
4. Paste the chart that has pictures of three buildings. See below:



5. Ask the students to identify the tallest building? Correct answer: The building on the right.

6. Paste the chart that has pictures of three mountains. See below:



7. Ask the students to identify the high mountain, the higher mountain, and the highest mountain? Let students discuss amongst themselves for a few minutes. Guide students to arrive at the correct answers.
8. Tell the students for buildings we use the words tall, taller and tallest and for mountains, we may use the words high, higher, and highest.



## CONCLUSION / SUM UP

1. Ask the students to explain how they can categorize different objects by their lengths and heights using:
  - ◊ Long, Longer, Longest
  - ◊ Short, Shorter, Shortest
  - ◊ Tall, Taller, Tallest
  - ◊ High, Higher, Highest
2. Students should say that we can compare lengths by using terms like long, longer, longest, or short, shorter, shortest.
3. Students should also mention that height is the perpendicular distance of an object from the earth, and we can compare heights by using terms like tall, taller, tallest and high, higher, highest.



## ASSESSMENT

1. To assess the students, ask the following questions.
  - ◊ What is the name of the tallest student in the class?
  - ◊ What is the name of the shortest student in the class?
  - ◊ Look at the height of the door and the window. Which one is higher?
  - ◊ Compare your ruler with your pencil? Which one is shorter?



## HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on pages 75 to 81.

# HEAVY, HEAVIER AND HEAVIEST AND LIGHT, LIGHTER AND LIGHTEST



## STUDENT LEARNING OUTCOMES

- Compare the masses of two or more objects using the terms:
  - ◊ Heavy, heavier, heaviest
  - ◊ Light, lighter, lightest

## INFORMATION FOR TEACHERS

The teacher should know that:

- The more the quantity of matter in an object the heavier it will be.
- We can compare masses of objects by using terms like heavy, heavier, heaviest or light, lighter, lightest.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils (of different sizes), Chalk, Charts, 1.5 liter Water Bottle, Tennis ball, Cricket Hardball, Leaves, Stones, Bricks.



## INTRODUCTION

1. Ask a student to volunteer to come to the front of the class.
2. Give this student the empty water bottle to hold.
3. Half-fill the bottle with water and give it to the student to hold again.
4. Now fill the bottle with water till the top and give it once again to the student to hold.
5. Now ask the students “when was the water bottle the lightest”? Let students answer: When it was empty.
6. Now ask the students “when was the water bottle the heaviest”? Let students answer: When it was full.
7. Tell students that in today’s lesson they will be comparing the mass of different objects by using the words “Heavy, heavier, heaviest” and “Light, lighter, lightest”.



## DEVELOPMENT

### Activity 1

1. Divide the students into groups of 3.
2. Place a tennis ball, a hard cricket ball, and a heavy brick on the teacher’s desk.
3. Tell each group to draw the three objects in their notebooks and write “Heavy, Heavier, Heaviest” under each picture. Write “Heavy” under the cricket ball to get the students

started. Students may come up to the teacher's desk and hold each object to get a sense of its weight.

4. Now place a book, a pencil and some leaves on the teacher's desk.
5. Tell each group to draw the three objects in their notebooks and write "Light, Lighter, Lightest" under each picture. Write "Light" under the book to get the students started. Students may come up to the teacher's desk and hold each object to get a sense of its weight.



## CONCLUSION / SUM UP

Ask the students to explain how they can categorize different objects by their masses using:

- Heavy, heavier, heaviest
- Light, lighter, lightest



## ASSESSMENT

Ask the following questions:

- Which is the lightest thing in your bag?
- Which is the heaviest thing in your bag?
- Which one is lighter, a hen or its egg?



## HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on pages 82-83.

# PAKISTANI COINS AND NOTES



## STUDENT LEARNING OUTCOMES

- Identify Pakistani currency coins (Rs 1, 2, 5, and 10)
- Identify Pakistani currency notes (Rs 10, 20, 50, and 100)

## INFORMATION FOR TEACHERS

Teachers should know that:

- Money is in the form of notes and coins.
- Coins are made up of metal while notes are made of paper.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Textbook, Writing board, Chalk/Marker, Currency coins of 1, 2, 5, and 10. Fake currency notes of Rs. 10, 20, 50, and 100.



## INTRODUCTION

Ask the students the following questions and record their responses:

1. What is meant by money? Answer: Money is used to buy different things.
2. How do we use it in real life? We can use it to buy things or services (like cleaning).
3. Where is money used? Answer: We can use it in the supermarket, restaurant or even pay people like the barber. We can use it to pay our bills.
4. What are the different types of money? Answer: In Pakistan, we have different coins and notes.



## DEVELOPMENT

### Activity 1

1. Divide the class into groups of 5.
2. Distribute currency coins of 1, 2, 5, and 10 Rupees to each group. Ensure that each group has a coin.
3. Tell the students to look at each coin and observe it closely.
4. Ask students to discuss in their groups:
  - ◊ What number is written on the coin?
  - ◊ What is made on it?
5. Each group should observe a coin for 3-4 minutes and then pass it on to the next group.

6. After students have discussed this in detail, ask them to the table below on the writing board. Guide the students through the activity. The complete table is for the reference of the teacher.

Coin	What is made on the coin
1 rupee	The Badshahi Mosque on one side and Quaid-e-Azam on the other
2 rupees	The crescent and a star on one side and the Badshahi Mosque on the other
5 rupees	The number 5 inside a shape and the crescent and a star on the other side
10 rupees	The crescent and a star on one side and the Faisal Mosque on the other

### Activity 2

- To the same groups, distribute the fake currency notes of Rs 10, 20, 50, and 100. Ensure that each group has a note.
- Tell the students to look at each currency note and observe it closely.
- Ask students to discuss in their groups
  - What number is written on the currency note?
  - What is made on it?
- Each group should observe a currency note for 3-4 minutes and then pass it on to the next group.
- After students have discussed in detail ask them to copy and complete the table below in their notebooks. The completed table is for the reference of the teacher.
- As a teacher, you can decide what level of detail you want to provide to the students.

Note	What is made on the coin
10 rupee	The Bab-e-Khyber Gate on one side and Quaid-e-Azam on the other
20 rupees	Mohenjo-Daro ruins on one side and Quaid-e-Azam on the other
50 rupees	The Karakoram Peaks on one side and Quaid-e-Azam on the other
100 rupees	The Quaid-e-Azam house in Quetta on one side and Quaid-e-Azam on the other.



### CONCLUSION / SUM UP

Conclude the activities by asking students to list some key features of Pakistani notes and coins.



### ASSESSMENT

To assess students, call them to the teacher's desk and ask the following questions:

- Place different currency coins on the table and ask the students to recognize Rs. 1 and Rs. 5 coins.
- Place different currency notes on the table and ask the students to recognize Rs. 10 and Rs. 100 currency notes.



### HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on pages 88 to 90.

# CHANGING MONEY



## STUDENT LEARNING OUTCOMES

- Match a group of coins/notes to an equivalent group of different denominations.

## INFORMATION FOR TEACHERS

The teacher should know about the Pakistani currency coins and notes, and the relation between coins and notes.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Textbook, Writing board, Chalk/ Marker, Currency coins of 1, 2, 5, and 10, Fake currency notes of Rs. 10, 20, 50, and 100.



## INTRODUCTION

- Ask two students to come forward.
- Give two coins of Rs. 1 to one student and 1 coin of Rs. 2 to the other student.
- Ask the first student to show the 2 coins and count aloud. (The student should say 2)
- Ask the 2nd student to show the coin of Rs. 2 to the class.
- Now ask the students who has more money? Give students a few minutes to think and discuss amongst themselves.
- Tell the class that they are both equal as one coin of Rs. 2 has the same value as two coins of Rs. 1. See the image below:

Rs. 2	=	Rs. 1	+	Rs. 1
	=		+	

So, two coins of Rs. 1 are equivalent to one coin of Rs. 2.



## DEVELOPMENT

### Activity 1

- Ask two other students to come forward.

- Give two coins of Rs. 5 to one student and 1 coin of Rs. 10 to the second student.
- Ask the first student to show the two coins and count aloud. (The student should say 10)
- Ask the second student to show the coin of Rs. 10
- Now ask the students who has more money? Give students a few minutes to think and discuss amongst themselves.
- Tell the class that they are both equal as two coins of Rs. 5 have the same value as one coin of Rs. 10. See the image below:

Rs. 5	+	Rs. 5	=	Rs. 10
	+		=	

- Create consensus among the children that two coins of Rs. 5 make one coin of Rs. 10.

### Activity 2

- On the your desk, one after the other, place A on one side and B on the other.  
 A – 2 coins of 5 rupees                              B – One coin of 5 rupees  
 A – 4 coins of 2 rupees                              B – One ten-rupee coin  
 A – 1 ten-rupee note                                B – 2 coins of 5 rupees  
 A – 1 twenty-rupee note                            B – 2 ten-rupee notes
- Tell students to pick the side with more money.
- Represent both sides with the currency coins/currency notes mentioned above so that students can recognize them.
- Give students time to think and then guide them to the correct answers.
- In A Side A has more money as  $5 + 5$  is more than 5
- In B Side B has more money as 10 is more than  $2 + 2 + 2 + 2$  which makes 8
- In C both Side A and Side B are equal as  $10 = 5 + 5$
- In D both Side A and Side B are equal as  $20 = 10 + 10$



### CONCLUSION / SUM UP

Conclude the activity by involving the students in explaining that high-value notes can be exchanged with notes and coins of lower values for example one note of Rs. 20 is equivalent to two notes of Rs. 10. Similarly one note of Rs. 100 is equivalent to five notes of Rs. 20 and so on.



### ASSESSMENT

To assess the children, ask the following questions.

- How many coins of Rs. 1 are equivalent to two coins of Rs. 2?
- How many coins of Rs. 10 are equivalent to one note of Rs. 50?
- How many notes of Rs. 20 are equivalent to one note of Rs. 100?
- Guide students where needed before sharing the correct answers.



### HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on pages 91–94.

# ADDING AND SUBTRACTING PRICE



## STUDENT LEARNING OUTCOMES

Add and subtract money using the prices of objects (transactions) (e.g., toys)

## INFORMATION FOR TEACHERS

The teacher should know that money is used for shopping in our daily life, and we have to add or subtract money to buy different things and calculate the change.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Textbook, Writing board, Chalk/Marker, Currency coins of 1, 2, 5, and 10, Fake currency notes of Rs. 10, 20, 50 and 100, Chips Packet, Chocolate packet with price mentioned.



## INTRODUCTION

1. Ask the children if they have any experience of shopping with their parents/family members.
2. Why do you go to the bazaar/market?
3. What do you normally buy? How much money does that cost?
4. When do you know you have enough money to buy something?



## DEVELOPMENT

### Activity 1

1. Place a book on the table with a price tag of Rs. 30 on it.
2. Tell students that they will need Rs. 30 to buy the book.
3. Give Rs. 20 note to one student and ask the class how much money does the student has?
4. The class should say that the student has Rs. 20.
5. Ask the student "Can you buy the book?" (Answer: No)
6. Now give the same student an additional Rs. 20 and ask once again, "Can you buy the book?" (Answer: Yes)
7. Ask the students how he/she knows that they can now buy the book? Give the students a few minutes to think and discuss.
8. Guide students to the correct answer: As the price of the book is Rs. 30 and the student now has Rs.40, he can buy the book.
9. Ask the student to pay you the money and take the book.

- Ask the class "has the shopping finished?" Let students think and discuss amongst themselves.
- Ask the children if we pay more than the price of an object then should we get the rest of the amount back? This amount is called "change".
- Ask the whole class how much money you should give back to the student who has just bought the book? Let students think and discuss amongst each other.
- Students may count up from 30 to 40 and conclude that you have to give back Rs. 10. ( $40 - 30 = 10$ )
- Repeat this activity for other items and amounts with different students.

### Activity 2

- Tell students to complete the question in their notebooks.
- Hania buys one packet of Chips for Rs. 30 and one chocolate for Rs. 20. How much money does she spend?
- Guide students to set up the question as follows:

Cost of Chips	=	Rs. 30	
Cost of chocolate	=	+ Rs. 20	
Total cost	=	Rs. 50	

- Hania spends a total of Rs. 50



### CONCLUSION / SUM UP

Conclude the activity by involving the children in explaining adding and subtracting prices and calculating change. Students should give the example of the purchase of different things that they like and then calculate the change as well.



### ASSESSMENT

- Prepare a chart and paste it on the board.
- Assess the children by asking the given questions.
- Add the values of coins and notes:

	+		+	
	+			

Hania has Rs. 70. She wants to buy toys worth Rs. 85. How much more money does she need?

4. Provide students guidance where needed.



## **HOMEWORK / FOLLOW UP**

Assign the relevant activities from the textbook on pages 94–98.

# ADDING AND SUBTRACTING PRICE



## STUDENT LEARNING OUTCOMES

- Recognize money change (up to 100) to its equivalents/denominations.
- Determine if enough money is available to make a purchase (up to 100).
- Add different combinations of coins/notes (to make sum up to 100).

## INFORMATION FOR TEACHERS

Teacher should:

- Know that money is used for buying things in daily life.
- Be able to add and subtract money to determine if there is enough money to buy something.
- Be able to calculate change.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Textbook, Currency coins of 1, 2, 5, and 10, Fake currency notes of Rs. 10, 20, 50, and 100.



## INTRODUCTION

1. Show the students different currency coins/notes and ask if students recognize them.
2. Ask what are the notes and coins used for? Let students think and recall. Tell the children that we use these for shopping/buying of items etc.
3. Tell the students that in today's lesson we will discuss the addition and subtraction of money to determine if they can buy something and to calculate change.



## DEVELOPMENT

### Activity 1

1. Invite students to come closer to your table.
2. Place a Rs. 50 note on one side of the table and ask students if they can identify it.
3. On the other side of the table place Rs. 50 but in coins i.e. (two coins of Rs. 5, two notes of Rs 10, and one note of Rs. 20). The two sides of the table, the notes and coins, should be visible to all students. Draw an illustration on the board if some students cannot see it.
4. Ask the students which side of the table has more money?
5. Let the students think. Encourage them to add the money so that they can see that the amounts on both sides of the table are equal.

- Now place six notes of Rs. 10 on one side of the table and three notes of Rs. 20 on the other side of the table. Again, ask the students which side of the table has more money?
- Let the students think. Encourage them to add the money so that they can see that the amounts on both sides of the table are equal.
- Repeat the exercise with several other denominations.

### Activity 2

- Anaya has two coins of Rs. 5 and one coin of Rs. 2. She went to a book shop and saw an interesting storybook. She wanted to buy it, so she asked the shopkeeper its price. The shopkeeper said its price is Rs.25. Can Anaya buy that book with the money she has?
- Ask the students to discuss in pairs.
- After taking their responses ask them why she cannot buy the book?
- How much more money does she need to buy the book? How much money does she have? How much more does she need?
- Set up similar questions like the one mentioned above and ask the students whether the money is sufficient to buy the object.

### Activity 3

- Divide the class into pairs.
- Tell students to make up Rs. 20 in as many ways as possible, using both coins and notes.
- Note for teacher: There are many ways to make Rs. 20
  - ◊ Rs. 20 note                                 ◊ 2 Ten rupee notes
  - ◊ 2 Ten rupee coins                             ◊ Four 5 rupee coins Etc.
- Encourage all pairs to participate in this activity.
- Provide guidance where needed.



### CONCLUSION / SUM UP

Conclude the activity by discussing why we need currency coins and currency notes. What is their role in our daily lives? Also ask the students to discuss how we know we have enough money to buy something and how to find change after we buy something.



### ASSESSMENT

- Tell students that after Eid a student has Rs. 100 and goes shopping for items like toys, sweets, chocolates etc.
- Assign a price to each item.
- Ask students to determine if they have enough money to buy the things they want.
- Ask students to determine what their change should be after the purchase.
- Take up the role of a shopkeeper to engage students.



### HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on pages 99–100.

**Month**

6

# CLOCK



## STUDENT LEARNING OUTCOMES

Recognize the hour and minute hands on an analog clock.

## INFORMATION FOR TEACHERS

- Teachers should know that an analog clock typically has 3 hands, an hour hand, a second hand, and a minute hand.
- The teacher should know which hand is the hour hand, which hand is the minute hand, and which hand is the second hand on an analog clock.



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Textbook, Analog clock.



## INTRODUCTION

- To develop students' interest in the topic, ask the following questions:
  - When did you wake up in the morning?
  - What time did you come to the school?
  - What is the school closing time?
  - What time is it right now?
- Tell students that to find out what time it is, we must look at an analog clock and know what the pointers on an analog clock indicate. The pointers are called the hands (say this word out loud). In today's lesson, we will learn about the hands of the analog clock.



## DEVELOPMENT

### Activity 1

- Display an analog clock in the class and ask students what they know about it. If an actual analog clock is not available then a picture of an analog clock may also be used.  
**Important Note:** Use an analog clock with only two hands, the hour hand and the minute hand. Seconds are introduced to students in later grades.
- Ask students the following questions:
  - How do we use an analog clock? Ans: We tell the time.
  - How many numbers are there on the clock? Ans: 12
  - How many needles called hands do you see on the clock? Ans: 2
  - Now ask the students what do these hands indicate?

- Let the students discuss amongst each other for a few minutes and then guide students to the correct answers.
- For iv, tell the students that the long hand is called the minute hand. It shows the time in minutes.
- Tell the students that the short hand is called the hour hand and it shows the time in hours. Show students the image on page 102. See below



- Tell the students that if the short hand or the hour hand is on the number 2 and the long hand or the minute hand is on the number 12 then the time will be 2 o'clock.
- Explain to students the process of reading an analog clock. Since the hour hand is on 2, we can say that it is 2 hours and some minutes. How many minutes? Let's look at the long hand or the minute hand.
- When the minute hand is at 12, it indicates that no minutes have passed after the hour. That it is exactly, 2 o'clock.
- Now move the hands (long and short) to different times and ask students what time it is. Ensure that the minute hand stays on 12 for every example.

## Activity 2

- Ask students to draw and label an analog clock in their notebooks.
- Walk through the class and guide students on the type of hands on an analog clock.



## CONCLUSION / SUM UP

- Ask students to state the key takeaway from the lesson i.e. there are two hands on an analog clock, the long hand shows the minutes and the short hand shows the hours.
- Furthermore, there are 12 digits on an analog clock.



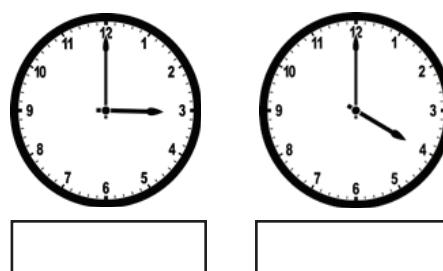
## ASSESSMENT

Adjust the hour and minute hands of a clock and ask each student to tell the time on an analog clock. Once again, ensure that the minute hand is pointing at 12.



## HOMEWORK / FOLLOW UP

Draw an analog clock on the board as shown below and ask the students to copy them in their notebooks. Tell them to write the correct time in the space provided.



# 42

# CLOCK



## STUDENT LEARNING OUTCOMES

- Read and tell time in hours from the analog clock for example 2 o'clock.
- Read and tell time in hours from the digital clock.

## INFORMATION FOR TEACHERS

Teachers should know that:

- an analog clock, through the movement of hands, shows the time.
- for grade 1, an analog clock expresses time with the help of 2 hands (minute hand and hour hand)
- a digital clock shows the time numerically (i.e., in digits).



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Textbook, Analog clock, Digital Clock or Chart containing images of analog and digital clocks, Flashcards.



## INTRODUCTION

1. Ask the following questions:
  - ◊ What do you call this? (Pointing to the analog clock on the wall)
  - ◊ How can you tell time using an analog clock?
  - ◊ Is there any other way to tell the time?
  - ◊ How can you tell time using a digital clock?
2. Let students discuss amongst each other and then tell the students that today they will learn how to tell the time on an analog (a clock with pointers/hands) and a digital (a clock with digits) clock.



## DEVELOPMENT

### Activity 1

1. Display the chart containing the images of an analog and a digital clock.

Analog Clock	Digital clock

- Ask students what time is it on the analog clock?
- Let students discuss amongst each other for a few minutes and then tell them that the shorthand is called the hour hand and it shows the time in hours. The long hand or the minute hand shows the time in minutes. Show students the image on page 102. See below

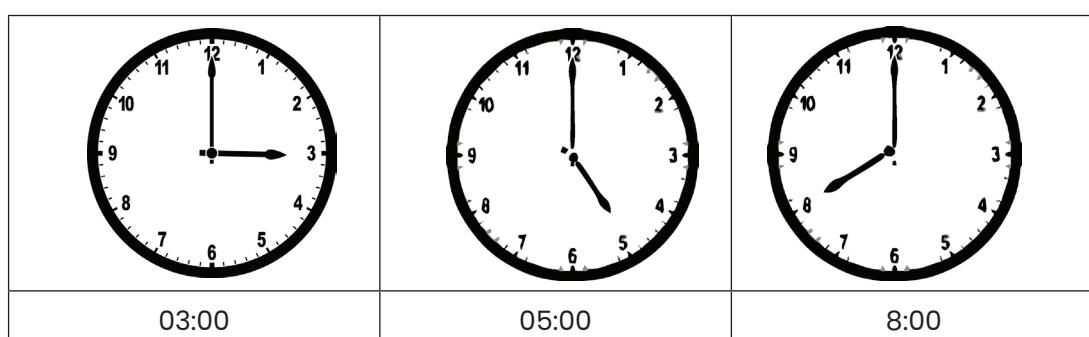


- For the analog clock on page 102, tell the students that if the shorthand or the hour hand is on the number 2 and the long hand or the minute hand is on the number 12 then the time will be 2 o'clock.
- Once again ask students what time is shown on the analog clock on the chart?
- Guide students to the correct answer of 3 o'clock.
- Ask students what time is it on the digital clock? Some students may be able to guess that it is 10 o'clock.
- Provide clarity on how to tell time using the digital clock
- Tell students that the colon separates the hours on the left side from the minutes on the right side. The time in the picture shown below is 7 o'clock.



### Activity 2

- Draw some analog and digital clocks on the board and ask students to raise their hands to tell the time.
- Other students may provide guidance and feedback.  
What time is it on these Analog Clocks?
- What time is it on these Digital Clocks?



### Activity 3

- Make two groups of students, having five students in each group.
- Group 1 will be given flashcards on which time is represented on analog clocks.
- Group 2 will be given flashcards at which the same time is represented on digital clocks.
- Ask students from Group 1 to show the time on one flashcard and ask the students from

- the Group 2 to show the flashcard with the same time in digital form.
- Both the students (from Group 1 and 2) with the same time on their clocks, will stand together at the front of the class.
  - In the next round ask Group 2 to show the time on one flashcard and ask the students from the Group 1 to show the flashcard with the same time in analog form.
  - Repeat this activity with different students and different flashcards.

#### Activity 4

- Paste the following chart on the board and ask students, one by one, to come to the board.
- On the chart, match the time shown on the analog clock with the correct time shown on the digital clock. Guide students if needed.

Analog Clock	Digital Clock
	9:00
	3:00
	11:00
	6:00
	12:00
	8:00



#### CONCLUSION / SUM UP

Guide student discussion so that the key takeaways from the lesson are:

- A clock is used to indicate time.

2. There are two types of clocks: analog clock and a digital clock
3. Time is represented by 2 hands in an analog clock: hour hand and minute hand.
4. In a digital clock, time is represented in digits.



## ASSESSMENT

Ask students:

1. In an analog clock which hand indicates hours?
2. How do we tell the time on an analog clock?
3. How do we tell time on a digital clock?
4. How is the **:** used in a digital clock? What is it used to separate?



## HOMEWORK / FOLLOW UP

1. Assign the relevant activities from the textbook on pages 104-105.
2. By drawing the clocks in your notebooks, show the following times on analog and digital clocks:
  - ◊ 10 o'clock
  - ◊ 5 o'clock
  - ◊ 8 o'clock,
  - ◊ 3 o'clock
  - ◊ 11 o'clock

**43** **DAYS OF THE WEEK****STUDENT LEARNING OUTCOMES**

- Name in order days of the week.
- Identify which day comes after/before a particular day.

**INFORMATION FOR TEACHERS**

The teacher should:

- know the different days of the week.
- be able to tell which day comes before and after a given day.

**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

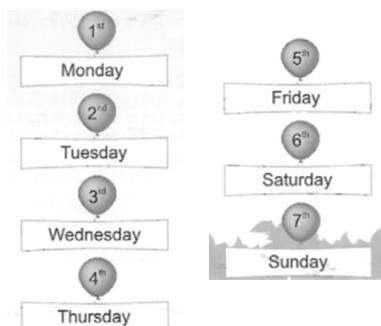
Board, Marker, Notebooks, Pencils, Textbook, Flashcards, Calendar.

**INTRODUCTION**

1. Show a calendar to the class and ask a few students to point out their birthday on the calendar. Take student responses and say out loud the day on which the birthday falls e.g., "Ali's birthday is on the 6th of September which will be a Monday".
2. Then ask the students to mention the day on which the school is off. Some students should know that Sunday is the day that school is off.
3. On which days do you come to the school? Guide students to say the names of days of the week.
4. On which day do we have the Jumma prayer? Tell students that Jumma is on Friday.

**DEVELOPMENT****Activity 1**

1. Write the names of the days of the week on the board. See page 106.



- Students will read loudly in sequence starting from Monday.
- The students will also read turn wise i.e., 1st student will say "Monday", the 2nd will say "Tuesday" and so on until all students have had a turn.

### Activity 2

- Select seven students from the class and give them, at random, a flashcard with the name of a day written on it.
- Tell the students to sort themselves by day, starting from Monday, and clearly display the card that has the name of their day on it.
- The rest of the students should guide these students so that they are standing, left to right, starting from Monday and ending on Sunday. See below:

						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7

- Instruct the first student to say "I am the first day of the week. My name is Monday".
- The second student will say "I am the second day of the week. My name is Tuesday".
- Ask the rest of the students to come forward and continue the activity in the same way.
- The same activity may be repeated in groups of 7 so that students learn the names of the days and their sequence.

### Activity 3

- Divide the class into small groups and distribute flashcards to the groups on which the name of the days are written.
- Direct the groups to keep the cards in sequence as shown below:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

- Ask the following questions:
  - ◊ What day comes after Monday?
  - ◊ What day comes before Tuesday?
  - ◊ What day comes after Friday?
  - ◊ What day comes after Wednesday?
  - ◊ What day comes after Sunday? Tell students that after Sunday we start again with Monday.



### CONCLUSION / SUM UP

To revise the key points of the lesson, ask the following questions:

- How many days are there in a week?
- Name the days of the week in sequence starting with Monday.
- What is the name of the day that comes after Saturday?
- What is the name of your favorite day and what comes after that day?
- Name the day that comes before Friday?



## ASSESSMENT

1. Make a chart and write the names of the days of the week.
2. Ask students, what are the different days of the week.
3. Ask students, which day comes before and after a given day, for example, Tuesday comes after Monday but before Wednesday.
4. Guide students if needed.



## HOMEWORK / FOLLOW UP

1. Assign the relevant activities from the textbook on page 107.
2. Make the following handout and distribute it to students.
3. Ask the students to complete the table on the handout as homework.

	The day before...	The day after...
1.	Friday	Saturday
2.	Sunday	
3.		Tuesday
4.	Thursday	
5.		Wednesday

**44****SOLAR MONTHS AND ISLAMIC MONTHS****STUDENT LEARNING OUTCOMES**

- Name (orally) the solar months of the year.
- Name (orally) the Islamic months of the year.

**INFORMATION FOR TEACHERS**

Teachers should know that:

- there are 12 solar and lunar months in a year.
- the earth completes one revolution around the sun in approximately 365.25 days. This amount of time is known as one solar year.
- there are twelve full moons in the year and the Islamic months are based on the moon.

**DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD****MATERIALS / RESOURCES REQUIRED**

Board, Marker, Notebooks, Pencils, Textbook, Flashcards, Calendar with both Solar and Islamic months mentioned on it.

**INTRODUCTION**

1. Ask the students about important dates during the year.
2. Let students raise their hands and talk about the different important dates in their lives such as birthdays and other holidays.
3. During the discussion emphasize that:
  - ◊ In February we celebrate Kashmir day (5th February)
  - ◊ In March we celebrate Pakistan day (23rd March)
  - ◊ In August we celebrate our Independence Day (14th August)
  - ◊ Quaid-e-Azam was born in December (25th December)
  - ◊ Similarly, Muslims start fasting on the 1st of Ramzan
  - ◊ The Holy Prophet (صلی اللہ علیہ وآلہ واصحابہ وسلم) was born on the 12th of Rabi-ul-Awal.
  - ◊ Hajj starts on the 8th of Zilhajj

**DEVELOPMENT****Activity 1**

1. Display the chart on the board and sing this poem.

January, February, and March  
 Sat waiting under an arch.  
 April, May, and June  
 Take their lunch at noon.  
 July, August, and September  
 I wish I could remember.  
 October, November, and December

2. Ask about the names of the months used in this poem.
3. Ask students to learn the poem by heart so that the students can learn the name of all the months in the solar calendar.

### **Activity 2**

1. Show the following chart which has the names of all the Islamic months. Revise the names of the months to help students memorize them.

1. Muharram	2. Safar
3. Rabi-ul-Awal	4. Rabiulsani
5. Jamadi-ul-Awwal	6. Jamad-ul-Sani
7. Rajab	8. Shaaban
9. Ramazan	10. Shawal
11. Zi'qad	12. Zil Hajj

### **Activity 3**

1. Display a chart on which the names of both the solar and the Islamic months are written and numbered.
2. Read the name of the months with the students.
3. Ask students questions like:
  - ◊ What is the 3rd month in the solar calendar?
  - ◊ What is the 7th month in the Islamic calendar?
  - ◊ What is the 1st month in both the Islamic and the solar calendar?
  - ◊ What is the last month in both the Islamic and the solar calendar?
4. Repeat this activity with other questions allowing all students to read the name of both the solar and the Islamic months of the year.

### **Activity 4**

1. Divide the students into 2 groups, then:
2. Distribute the flashcards to one group on which names of months are written.
3. Distribute the flashcards to the second group on which numbers 1-12 are written.
4. Ask the students to match the name of the month with the correct numbering. e.g., 1 matches with January.
5. Repeat the activity with the Islamic Calendar.



## CONCLUSION / SUM UP

Ask students:

1. How many solar months are there in a year? (Ans: 12)
2. Name the months of the solar year. Students should take turns saying each name. (Ans: Jan to Dec)
3. How many Islamic months are there? (Ans: 12)
4. What are the names of the Islamic months? Students should take turns saying each name (Ans: Muharram to Zil Hajj)



## ASSESSMENT

Ask the following questions:

1. Name 1st three months of the solar year and the Islamic year.
2. Name two months of the summer season in the solar calendar.
3. Name two months of the winter season in the solar calendar.
4. Which is the last month of the year in the solar calendar?
5. Which is the last month of the year in the Islamic calendar?
6. Which month comes before July?



## HOMEWORK / FOLLOW UP

1. From the textbook, copy the names of the months of the solar and the Islamic calendar in your notebooks.
2. Assign the relevant activities from the textbook on page 113.

# 2-D SHAPES



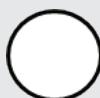
## STUDENT LEARNING OUTCOMES

- Recognize and identify shapes of similar objects in daily life.
- Identify the following basic shapes
  - ◊ Rectangle
  - ◊ Square
  - ◊ Circle
  - ◊ Triangle
- Match similar basic shapes in daily life.

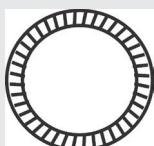
## INFORMATION FOR TEACHERS

Teachers should know:

- two objects which have the same shape are called similar objects.
- similar objects, may or may not have the same size. For example,



- is similar to sizes are different.



because their shapes are the same, even though their



## DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



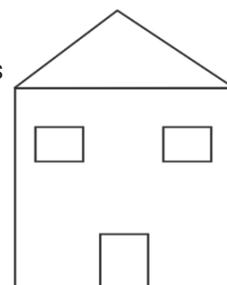
## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Textbook, Charts, Cardboard cut-outs of Circle, Rectangle, Square, and Triangle.



## INTRODUCTION

1. Ask students to look at the writing board and describe its shape.
2. Draw a picture of a football on the board and ask students to describe its shape.
3. Draw a picture of the house, shown on the right, and ask students if they recognize any of the shapes.
4. Take student responses and record them on the board.
5. Tell the students that many objects around us have specific shapes e.g., a television is shaped like a rectangle, a wall clock is shaped like a circle, a ludo board is like a square, a slice of cake looks like a triangle, etc.
6. Tell students that in today's lesson they will learn about different shapes.

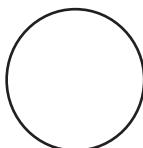
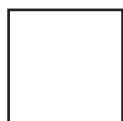
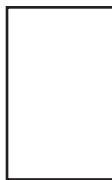




## DEVELOPMENT

### Activity 1

1. Call four students to the front of the class.
2. Give one cardboard piece to each student which represents the different shapes (see table below).
3. Each student should hold up their shape and then read the following from page 116. Help with the reading.

STUDENT 1: Circle	STUDENT 2: Square
<p>Circle circle is my name Round and round, never stop again Look at the wheel, it looks like me</p> 	<p>Square square is my name My 4 sides are the same Look at the carom, it looks like me</p> 
STUDENT 3: Rectangle	STUDENT 4: Triangle
<p>Rectangle rectangle is my name My 4 sides are not the same Look at the door, it looks like me</p> 	<p>Triangle triangle is my name Look at me, look at me Count my sides one, two, tree Look at the snack, it looks like me</p> 

4. Tell students what a side and corner are, using the square as an example.
5. Ask students to work in pairs and make observations about the shapes. The students should count the sides and corners.
6. After student discussion has taken place tell the class that:  
Shape 1 is a circle; it has no corner.  
Shape 2 is a square, it has four corners, all its sides are equal.  
Shape 3 is a rectangle, it has four corners, all its sides are not equal, only opposite sides are equal.  
Shape 4 is a triangle; it has three corners and three sides.
7. The students should record this information in their notebooks.



### CONCLUSION / SUM UP

Ask different students to come to the front of the class to list the properties of different shapes.

- Students should mention that a circle has no corner.
- A square has four corners, and all its sides are equal.
- A rectangle has four corners, and its sides are not equal, only opposite sides are equal.
- A triangle has three corners and three sides.

# 2-D SHAPES



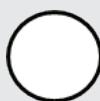
## STUDENT LEARNING OUTCOMES

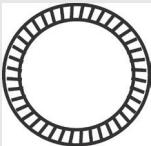
- Recognize and identify shapes of similar objects in daily life.
- Identify the following basic shapes
  - ◊ Rectangle
  - ◊ Square
  - ◊ Circle
  - ◊ Triangle
- Match similar basic shapes in daily life.

## INFORMATION FOR TEACHERS

Teachers should know:

- two objects which have the same shape are called similar objects.
- similar objects, may or may not have the same size. For example,



-  is similar to sizes are different.

because their shapes are the same, even though their



## INTRODUCTION

- Ask the students to spot some shapes in the classroom which are similar to the shapes they have just learned about.
- They should be able to identify rectangles and squares (doors and windows), circles (sharpener's pencil hole), triangles (geometry box ruler) in the classroom. Allow all students to participate.



## DEVELOPMENT

### Activity 2

1. Draw the following table on the writing board and ask the students to come up to the board and complete it. Provide guidance where needed.

#	Object	Shape
1	Writing board	Rectangle
2	Shirt Buttons	
3	Sun	
4	Wall Clock	
5	Pages of Book	

6	Set Square (Triangular Ruler) in Geometry Box	
7	Ring	
8	Biscuits	
9	Ludo Board	



## CONCLUSION / SUM UP

Guide student discussion so that students agree that:

- Every object has a shape
- Round-shaped objects like a football are like circles.
- The Hangers and pieces of the cake look like triangles.
- The Carrom and ludo board looks like a square.
- The LCD TV looks like a rectangle.



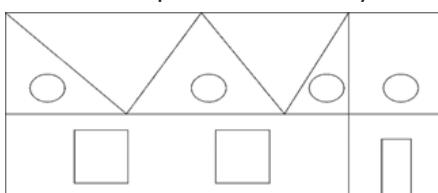
## ASSESSMENT

Ask students the following:

- Our classroom door is shaped like a \_\_\_\_\_
- Our school going is shaped like a \_\_\_\_\_
- Board of ludo is shaped like a \_\_\_\_\_
- Samosa's shape is like a \_\_\_\_\_

Note: This is an optional assessment for advanced students:

- Draw the figure on the board.
- Look at the picture carefully and answer the questions below:



- ◊ How many circles are there? \_\_\_\_\_
- ◊ How many squares are there? \_\_\_\_\_
- ◊ How many rectangles are there? \_\_\_\_\_
- ◊ How many triangles are there? \_\_\_\_\_



## HOMEWORK / FOLLOW UP

1. Assign the relevant questions from the textbook on pages 117-120.
2. Ask students to observe objects in their homes and make a list of things that are similar to circle, triangle, square, and rectangle. Use the table below:

Object	Shape
Cooking Pan	Circle

**Month**

7

# 2-D SHAPES



## STUDENT LEARNING OUTCOMES

- Distinguish basic shapes by considering their attributes (sides).
- Classify 2-D shapes according to the number of sides and corners.

## INFORMATION FOR TEACHERS

Teachers should know the basic shapes of geometry (circles, squares, rectangles, and triangles) and their properties (number of corners and sides).



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Textbook, Charts, Flashcards or Cardboard cut-outs of Circle, Rectangle, Square and Triangle



## INTRODUCTION

1. Ask students to give examples of circles, squares, rectangles, and triangles from daily life.
2. Let students discuss and volunteer. Give the examples to students:
  - ◊ Wall clocks and pizzas are like circles.
  - ◊ Some windows, the Ludo game, and the face of dice are all like squares.
  - ◊ Pencil boxes and TVs are like rectangles.
  - ◊ Road signs and hangers are like triangles.
3. Now draw a square on the writing board and ask students the following questions:
  - ◊ What is a side? (Ask students to point out the side of the square)
  - ◊ What is a corner? (Ask students to point out the corner of the square)
  - ◊ How many corners does a square have? (Ans: 4)
  - ◊ How many sides does a square have? Are they equal? (Ans: 4 and yes)



## DEVELOPMENT

### Activity 1

1. Divide students into groups of 4.
2. Distribute flashcards of 4 different shapes to each group. Ensure that each group has a circle, triangle, square, and rectangle.
3. The shapes can be of different sizes.

- Tell each group to complete the following table in their notebooks. The first one has been done for them.
- Give students a few minutes to discuss and complete.

Shape Name	Picture	Number of Sides	Number of Corners
Circle		0	0

- After students have completed the activity, you should summarize:
  - Squares have four corners and four equal sides.
  - Rectangles have four corners and four sides, but opposite sides are equal.
  - Triangles have three corners and three sides. These sides may or may not be equal.
  - Circles have no corners and no sides.



## CONCLUSION / SUM UP

- Guide student discussion so that students agree that:
  - Every object has a shape.
  - Round-shaped objects like balls are like circles. Circles have no sides or corners.
  - Triangles have three corners and three sides. Some hangers and road signs are like triangles.
  - A square has 4 corners and 4 sides. All sides of a square are equal. The Carom board looks like a square.
  - A rectangle also has 4 corners and sides. The opposite sides of a rectangle are equal. The TV looks like a rectangle.



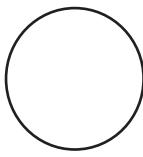
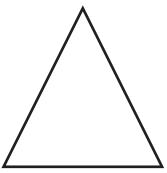
## ASSESSMENT

Draw a few pictures of circles, squares, rectangles, and triangles on the writing board and ask students to distinguish among these shapes and to list their attributes.



## HOMEWORK / FOLLOW UP

Revise the completed table from Activity 1.

Shape Name	Picture	Number of Sides Are the sides equal?	Number of Corners
Circle		0	0
Square		4 Are the sides equal? Yes	4
Rectangle		4 Are the sides equal? Opposite sides are equal	4
Triangle		3 Are the sides equal? They may or may not be equal.	3

# PATTERNS



## STUDENT LEARNING OUTCOMES

- Identify the next shape in the patterns with 2 or 3 elements.
- Extend a given pattern of 2 or 3 elements.

## INFORMATION FOR TEACHERS

Teachers should know:

- how to design a pattern with different objects.
- how to identify and draw the next object(s) in a pattern.
- how to organize the objects given in a pattern(s).



## DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD



## MATERIALS / RESOURCES REQUIRED

Board, Marker, Notebooks, Pencils, Textbook, Charts, Cardboard cut-outs of Moon, Pictures of flower and parrot, Stars, Circles, Rectangles, Squares, and Triangles.



## INTRODUCTION

- Paste the pictures of the flowers and parrots on the writing board as shown below.



- Ask the students what can they observe?
- Let students discuss amongst each other for a few minutes.
- Tell students that the images on the board follow a pattern i.e. flower, bird, flower, bird, flower...
- Ask students if they can guess what will come next in the pattern? Let students raise their hands and answer. Guide them to the correct answer "bird".
- Tell students that in the pattern above, the bird comes after every flower and the flower comes after every bird.
- Tell students that in today's lesson we will talk about patterns and predict the next shape in a given pattern.



## DEVELOPMENT

### Activity 1

- Paste the pattern of the basic shapes on the writing board.
- Ask students to make the next shape(s) and complete the pattern in their notebooks:



- A good strategy to extend the pattern above is to say out loud, "square, triangle, circle, square, triangle circle..." That way, the student will know that the next 3 shapes to draw are "square, triangle, circle".
- Guide students to enter the correct shapes to complete the patterns in their notebooks.

### Activity 2

- Draw the pattern of different images and ask the children to complete it in their notebooks.



- A good strategy to extend the pattern is to say out loud, "flower, clock, pencil, flower, clock, pencil..." That way, the student will know that the next 3 pictures to draw are "flower, clock, pencil".
- Guide students to enter the correct shapes to complete the patterns.



## CONCLUSION / SUM UP

- Ask students how can we identify the next shape in a pattern and extend the pattern of different objects/shapes.
- Students should highlight the importance of observing the pattern closely and outline the strategy of saying aloud something about the shapes/images in the pattern to identify and draw the next shape.



## ASSESSMENT

- Provide 3 pictures of each object to the students e.g. Moon, Star, Circle, Rectangle, Square, and Triangle, etc.
- Ask some of the children to make a pattern from these pictures on the board.
- Ask some other children to extend the pattern on the board.
- Provide guidance where needed.



## HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on pages 121 to 123.

# POSITION



## STUDENT LEARNING OUTCOMES

- Identify whether an object is placed
  - ◊ Inside or outside
  - ◊ Above or below
  - ◊ Over or under
  - ◊ Far or near
  - ◊ Before or after a given object

## INFORMATION FOR TEACHERS

The teacher should be able to tell the position of an object in all instances mentioned in the SLO i.e., the teacher should know the meanings and contextual usage of each word.



## DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS



## MATERIALS / RESOURCES REQUIRED

- Board, Marker, Notebooks, Pencils, Textbook, Charts, Flashcards



## INTRODUCTION

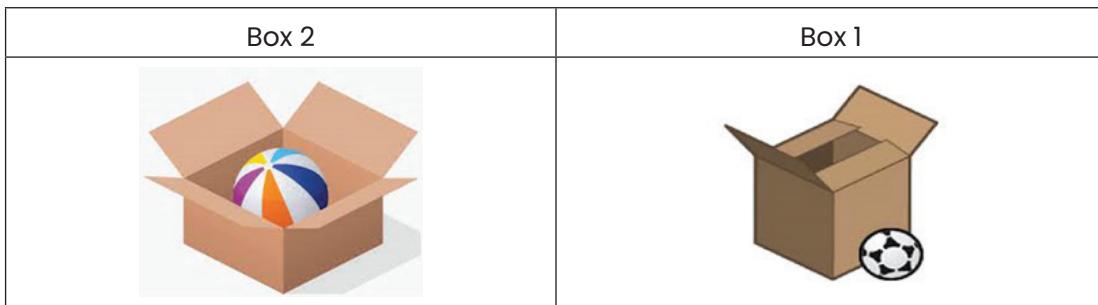
1. To engage the students with the topic, ask the following questions:
  - ◊ Name two objects which are outside the classroom? (Tree and swing)
  - ◊ Name two objects which are inside the classroom? (Book and table)
  - ◊ Name something that is above you? (Fan and ceiling)
  - ◊ Name something that is below you? (Floor and ground)
2. Make clear the meaning of each word with every example.
3. Tell students that in today's lesson we will learn about the "position of objects".



## DEVELOPMENT

### Activity 1

1. Draw a box on the writing board and also draw a ball beside the box.
2. Now draw another box showing a ball inside.



3. Ask students where is the ball in box 1?
4. Students should respond “outside the box 1”.
5. Now ask students, where is the ball in box 2?
6. Students should respond “inside the box”.
7. Now ask students to open page 138 of the Mathematics Grade 1 textbook and look at the pictures given for ‘Inside and Outside’ activity.
8. Complete the textbook activity and explain the concept of ‘Inside and Outside’ through this activity of the textbook

### **Activity 2**

1. Follow the same methodology outlined in ‘Activity 1’ of this lesson.,
2. Complete the activity given on page 139 of the Mathematics Grade 1 textbook for ‘Above and Below’ concepts.



### **CONCLUSION / SUM UP**

1. Ask the students to give examples of objects that are inside and outside.
2. Ask the students to give examples of objects that are above and objects that are below.
3. Guide students where needed.

# POSITION



## INTRODUCTION

1. To engage the students with the topic, ask the following questions:
  - ◊ Name two objects which are outside the classroom? (Tree and swing)
  - ◊ Name two objects which are inside the classroom? (Book and table)
  - ◊ Name something that is above you? (Fan and ceiling)
  - ◊ Name something that is below you? (Floor and ground)
2. Make clear the meaning of each word with every example.
3. Tell students that in today's lesson we will learn about the "position of objects".



## DEVELOPMENT

### Activity 3

(This activity is for over and under)

1. Display the chart with the picture below and explain the concept of over and under.



- ◊ The bird is over the table.
  - ◊ The bird is over the cat.
  - ◊ The table is over the cat.
  - ◊ The table is under the bird.
  - ◊ The cat is under the table.
  - ◊ The cat is under the bird.
2. Paste the picture shown below on the writing board.
  3. Ask the students to tell the position (over and under) of the objects (car, road) in the picture shown.



#### Activity 4

(This activity is for far and near)

1. Ask two students from two different rows to stand up. Ensure that one student is in the 1st row and the 2nd student is in the last row.
2. Ask the other students to tell which student is near the board and which is far from the board.
3. Now ask the students to think of five objects which are near the classroom door and 5 objects that are far from the classroom door.
4. Draw the picture on the board and ask students which student is near the car, and which is far from the car?



Zain



Usman

#### Activity 5

(This activity is for before and after)

1. Tell students that in a race between a car, a jeep, and a bus the result was:
  - ◊ The jeep was the fastest and came 1st
  - ◊ The car came in 2nd
  - ◊ The bus was the slowest and came in 3rd.
2. Ask students to answer the following questions:
  - ◊ Who finished the race after the jeep?
  - ◊ Who finished the race before the bus?
  - ◊ Who finished the race after the car?



#### CONCLUSION / SUM UP

1. Ask students how the position of an object can be described. Ask students to give examples.
2. Students should mention that objects can be compared by using the following words:
  - ◊ Inside, Outside
  - ◊ Above, Below
  - ◊ Over, Under
  - ◊ Far, Near
  - ◊ Before, After



## ASSESSMENT

1. Ask the following questions:
  - ◊ You are sitting \_\_\_\_\_ the fan.
  - ◊ 2 comes \_\_\_\_\_ 3.
  - ◊ 8 comes \_\_\_\_\_ 7.
  - ◊ Water flows \_\_\_\_\_ the bridge.
  - ◊ The tree is \_\_\_\_\_ the classroom.



## HOMEWORK / FOLLOW UP

Assign the relevant activities from the textbook on pages 126, 128, 130, 132, 134.



# قومی ترانہ

پاک سر زمین شاد باد  
کشور حسین شاد باد  
تو نشان عزم عالی شان  
ارض پاکستان!  
مرکز یقین شاد باد

پاک سر زمین کا نظام  
قوام، ملک، سلطنت  
باشد شاد باد منزل مراد  
پاکنده تابندہ باشد

پرچم ستارہ و ہلال  
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جملہ حقوق بحق نظامتِ نصاب و تعلیم اساتذہ، خیر پختونخوا، ایبٹ آباد محفوظ ہے۔

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اہم نوٹ:  
محترم اساتذہ،

ان سینئی منصوبوں میں دیے گئے درسی کتب کے صفحے نمبر کے حوالا جات،  
تعلیمی سال 2021-2022 میں چھپی ہوئی کتب کے مطابق ہیں۔

لہذا آپ سے گزارش ہے کہ آنے والے تعلیمی سالوں میں چھپنے والی کتب کے مطابق تراجمیں کریں۔



**Directorate of Curriculum and Teacher Education  
Khyber Pakhtunkhwa, Abbottabad.**

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**NOTIFICATION:**

**No.5730-5893/F.24/Vol-II/SLP/G-I/SS-M&E, dated: 30-08-2021 :** Consequent upon its development and review by the respective development and review committees notified for the purpose, the Directorate of Curriculum and Teacher Education (DCTE), Khyber Pakhtunkhwa, Abbottabad, being the competent authority under the Khyber Pakhtunkhwa Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act 2011, is pleased to notify the scripted lessons for Grade-I in the subjects of English, Urdu, Mathematics and General Knowledge based on Curriculum 2020 and the textbooks aligned on it for all educational institutions in Khyber Pakhtunkhwa for the Academic Year 2021-22 and onwards.

**DIRECTOR**

Copy forwarded for information and necessary action to the:

1. Secretary, Elementary & Secondary Education Department Govt. of Khyber Pakhtunkhwa, Peshawar.
2. Director, Elementary & Secondary Education Khyber Pakhtunkhwa.
3. Director, Professional Development, Khyber Pakhtunkhwa Landey Sarak Charsadda Road Larama, Peshawar.
4. All District Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
5. All Sub Divisional Education Officers (M/F) in Khyber Pakhtunkhwa and Newly Merged Districts (NMDs).
6. Team Leader ASI-KESP, at Peshawar.
7. PS to Minister Elementary & Secondary Education, Khyber Pakhtunkhwa, Peshawar.
8. PS to the Director Local Office.

**ADDITIONAL DIRECTOR (SS)**

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# تعارف

کمرا جماعت میں تعلیم و تدریس کا عمل استاد کی صلاحیت، تجربے اور تربیت کے حوالے سے مختلف ہو سکتا ہے۔ موثر تدریس کے لیے ہر اچھے استاد کو سبقی منصوبے کی ضرورت ہوتی ہے۔ تدریس کو موثر بنانے اور طلبہ کی تقسیم اور تحصیل علم کے عمل کو بہتر بنانے کے لیے سبقی منصوبے کی تیاری بہت اہمیت رکھتی ہے۔

سابقی منصوبے طلبہ کے قلیل المیعاد اور طویل المیعاد مقاصد کی تکمیل کے لیے بہت ضروری ہیں۔ سبقی منصوبے جامع حاصلاتِ تعلیم پر مبنی ہوتے ہیں، جن کا تعلق درسی کتب سے ہوتا ہے اور یہ طلبہ کے لیے ضروری نصاب کی موثر تدریس کو یقینی بناتے ہیں۔ سبقی منصوبے اس باق کی موثر تیاری اور درست سمت کے تعین میں استاد کو مدد دیتے ہیں۔ خیرپختونخوا کے تناظر میں سابقی منصوبے استاذہ کو جدید طریقہ ہائے تدریس اور موثر اکتسابی عمل کے لیے درست سمت فراہم کرنے کے لئے تیار کیے جاتے ہیں۔

## روایتی طرز تدریس:

پاکستان میں زیادہ تر استاذہ پڑھائی کے دوران درسی کتاب پر ہی انحصار کرتے ہیں۔ وہ کمرا جماعت میں داخل ہو کر طلبہ کو کسی خاص صفحے پر کتاب کھول کر متن کا کوئی حصہ پڑھنے کا کہتے ہیں۔ درسی مواد کو سادہ زبان میں تبدیل کرنے اور اسے ذہرانے کے مقصد کے حوالے سے طلبہ سے سوالات پوچھتے ہیں۔ وہ تمام مضامین (سوائے ریاضی کے) اور اس باق اسی طریقہ سے پڑھاتے ہیں۔ بعض حالات میں استاد نصاب یا کسی خاص درجہ کے طلبہ کے لئے مخصوص حاصلاتِ تعلم کی موثر تکمیل سے قاصر رہتا ہے۔ سابقی منصوبے تدریس کے عمل کو موثر بناتے ہیں اور مختلف سرگرمیوں کے لیے واضح اهداف فراہم کرتے ہیں تاکہ طلبہ بہتر طریقہ سے سیکھ کر نصابی سنگ میل سر کر سکیں۔

## سابقی منصوبہ کیا ہے؟

سابقی منصوبہ ایک ایسا خاکہ ہے، جس میں مختلف قسم کی تدریسی ہدایات اور کسی خاص مضمون کا نصابی مواد موجود ہوتا ہے، نیز یہ حاصلاتِ تعلم کے حصول کے لیے مرتب کیا جاتا ہے۔

سابقی منصوبہ استاد کے لیے حاصلاتِ تعلم کی تکمیل کا ایک موثر ذریعہ ہے۔ استاد ایسی موزوں اور مناسب تدریسی سرگرمیاں ترتیب دیتا ہے، جن کے ذریعے سے طلبہ کے تعلم کا جائزہ لیا جا سکتا ہے۔ ایک اچھا تیار شدہ سابقی منصوبہ

استاد کو کمرا جماعت میں پر اعتماد بنتا ہے اور طلبہ کی سیکھنے کی صلاحیت کو جلا بخشتا ہے۔ ایک کامیاب سبقی منصوبہ تین اجزاء پر مشتمل ہوتا ہے۔

□ حاصلاتِ تعلم

□ تدریسی سرگرمیاں

□ جائزہ

### سبقی منصوبے کے فوائد:

سبقی منصوبے کے اہم ترین فوائد درج ذیل ہیں:

- تدریس و تعلم کے معیار کو بہتر بنانا۔
- مقاصد کی واضح سمت کا تعین۔
- حاصلاتِ تعلم کے حصول میں معاونت۔
- دستیاب وقت اور وسائل کا موثر استعمال۔
- مناسب مواد کی تیاری اور اس کا بہتر استعمال۔
- استاد کے اعتماد میں اضافہ۔

### سبقی منصوبے کی تیاری:

سبقی منصوبہ بندی سوچنے کا ایک عمل ہے۔ سوچنے کا یہ عمل بنیادی طور پر چار حصوں پر مشتمل ہوتا ہے۔

■ پہلا حصہ: حاصلاتِ تعلم کا تعین کرنا، یعنی طلبہ کیا سیکھیں گے؟ سبق اور سرگرمیوں کے بعد وہ کیا کرنے کے قبل ہوں گے؟

■ دوسرا حصہ: اس بات کا تعین کرنا کہ طلبہ پہلے سے کیا جانتے ہیں؟ سبق کے آغاز سے قبل ایسا کرنا نئے نصاب کی طرف رہ نمائی کر سکتا ہے۔

■ تیسرا حصہ: ایسا طریقہ کار اختیار کرنا جو طلبہ کو نیا نصاب سیکھنے میں مدد دے۔

■ چوتھا حصہ: ایسا طریقہ کار اختیار کرنا جس سے طلبہ کے حاصلاتِ تعلم کے حصول کو جانچا جاسکے۔

### سبقی منصوبے کے حصے:

سبقی منصوبے کے اہم حصوں میں تدریسی سبق، عنوان / موضوع، طلبہ کے حاصلاتِ تعلم کی پہچان، سیکھنے کے عمل سے متعلق سرگرمیوں کا ترتیب وار سلسلہ: جس میں تعارفی سرگرمیاں، چیلنجی کے لئے نتیجہ خیز سرگرمیاں، استعمال ہونے

والي مواد اور جائزے کی حکمتِ عملیوں کی فہرست شامل ہیں۔

▪ موضوع کا انتخاب: آپ متعلقہ درجے کی درسی کتاب سے کسی بھی موضوع کا انتخاب کر سکتے ہیں۔ جیسے: معلومات اکٹھی کرنا، کوئی قدر جیسے: امن، حالاتِ حاضرہ سے متعلق موضوع یا خصوصی توجہ کا طالب کوئی موضوع جیسے: محولیاتی آکلودگی وغیرہ۔

▪ نصاب میں سے طلبہ کے حاصلاتِ تعلم جاننا: قومی نصاب میں ہر موضوع کے حوالے سے طلبہ کے حاصلاتِ تعلم کا تعین کر دیا گیا ہے۔ طلبہ کے حاصلاتِ تعلم کی نشان دہی، انھیں دی جانے والی معلومات، مہارتیں، رویے اور اقدار واضح کرنے میں مدد دیتی ہے۔ اپنا سبق تیار کرنے کے لئے ایک سے تین حاصلاتِ تعلم منتخب کریں۔

(ایک یونٹ کی منصوبہ بندی کے لیے زیادہ حاصلاتِ تعلم بھی لے سکتے ہیں۔)

▪ ذرائع / وسائل: یہ سبقی منصوبہ بندی کا ایک انتہائی اہم مرحلہ ہے جو اساتذہ اور طلبہ دونوں کی ضروریات کے مطابق سبق کے لیے درکار وسائل کی موجودگی کو یقینی بناتا ہے۔

#### تیاری:

▪ تعارفی سرگرمیاں: تعارفی سرگرمیاں عنوان / فیلی عنوان کو متعارف کرانے یا گزشتہ سبق سے ربط پیدا کرنے کے لیے تیار کی جاتی ہیں۔ یہ سرگرمیاں طلبہ میں آمادگی، دلچسپی، سوالات اٹھانے، موضوع سے متعلق طلبہ کی سابقہ واقفیت کا جائزہ لینے، متعلقہ معلومات کی یاد دہانی، طلبہ کو ترغیب دلانے اور ان کی توجہ پڑھائے جانے والے موضوع پر مرکوز کرنے کے لئے تیار کی جاتی ہیں۔ اگر تعارفی سرگرمیوں میں تصاویر اور عنوانات کو ترتیب وار شامل کیا جائے تو سوالات کے ذریعے طلبہ کی دلچسپی کو ابھارا جا سکتا ہے۔

▪ پختگی کی سرگرمیاں: پختگی کی سرگرمیاں، تعارفی سرگرمیوں سے ہی شروع ہونی چاہیے۔ ایک سرگرمی سے دوسری سرگرمی کی طرف منتقلی اس انداز سے ہو کہ سیکھنے کے عمل میں ربط پیدا ہو جائے۔ یہ سرگرمیاں حاصلاتِ تعلم کے حصول کو ممکن بناتی ہیں۔ یہ نئے تصورات، مہارتیں اور اقدار کو متعارف کراتی ہیں یا پہلے سے سیکھے ہوئے تعلم کو بنیاد بنا کر نئی معلومات کے حصول کو ممکن بناتی ہیں۔ یہ تمام سرگرمیاں مربوط ہونی چاہیں۔ اطلاقی سرگرمیاں طلبہ کی سیکھنے کی صلاحیت کو بہتر بنانے کے ساتھ انھیں تصورات اور مہارتیں کو استعمال میں لانے کے قابل بناتی ہیں۔ تخلیقی اور اظہاری سرگرمیاں تعلم کو تقویت دیتی ہیں اور ان سے اکتسابی عمل کا حقیقی انداز میں اطلاق ممکن ہوتا ہے۔ ان سرگرمیوں میں مل جمل کر سیکھنے کے عمل کو ترجیح دی گئی ہے تاکہ طلبہ جوڑوں اور گروپوں میں ایک دوسرے سے سیکھ سکیں اور معاونت کر سکیں۔

▪ سبق کا اختتام: اختتامی سرگرمیاں وہ سرگرمیاں ہوتی ہیں جو تعلم کو پختگی بخشنے، خلاصہ بیان کرنے اور طلبہ کو اپنے علم اور مہارت کو روزمرہ زندگی میں استعمال کرنے میں مدد دیتی ہیں۔ یہ سرگرمیاں عام طور پر سبق کے مرکزی

خیال سے جڑی ہوتی ہیں۔ یہ کسی یونٹ کے مختلف مرکزی خیالات کو اکٹھا کرتی ہیں۔ اس صورت میں تعلیمی مقاصد کو پیشِ نظر رکھنا چاہیے ورنہ یہ محض ایک تفریجی سرگرمی بن جائے گی۔

- تعلم کا جائزہ: جائزے کی حکمت عملیوں سے ہمیں اندازہ ہوتا ہے کہ کس حد تک حاصلاتِ تعلم کا حصول ممکن ہوا ہے۔ سبق کے آغاز سے اختتام تک ہر مرحلے پر تعلم کا جائزہ اہمیت کا حامل ہوتا ہے۔ حاصلاتِ تعلم کے حصول کا جائزہ لینے کے لیے مختلف طریقے استعمال کیے جاتے ہیں، مثلاً: نقشہ بنانا اور اس پر موجود مختلف اشیا کی نشان دہی کروانا، جائزے پر مبنی فہرست یا موضوع سے متعلق سوالات پوچھنا اور وقت سے پہلے آزمائشوں کی تیاری وغیرہ۔
- تفویض کار: سابقی منصوبہ بندی کا یہ حصہ تدریس کے دوران انجام دی گئی سرگرمیوں سے متعلق تفویض کار پر مبنی ہوتا ہے جو طلبہ گھر سے کر کے لاتے ہیں۔

# پیش لفظ

مکملہ ابتدائی و ثانوی تعلیم خیرپختونخوا عالمی اور قومی رجحانات کے تناظر میں تدریس و تعلم کے معیار کو بہتر بنانے کے لیے بہت سی اصلاحات اور اقدامات کر رہا ہے۔ پرائزمری سطح پر معیاری تعلیم اس مقصد کے حصول کی طرف پہلا قدم ہے۔

اس مقصد کے حصول کے لیے نظامِ نصاب و تعلیم اساتذہ خیرپختونخوا، ایبٹ آباد نے دورانِ ملازمت اور قبل از ملازمت تربیت کے لیے اساتذہ کی تدریسی مہارتوں میں بہتری لانے کے لئے مواد کی تیاری اور اس پر نظر ثانی کی ذمہ داری اٹھائی ہے۔ معیار کی بہتری کے لیے اٹھائے گئے اقدامات میں ایک قدم پرائزمری سطح پر سبقی منصوبوں کی تیاری بھی ہے، جو اساتذہ کو نئی تدریسی طریقوں پر عمل درآمد میں مدد فراہم کرتے ہیں۔ یہ رہنمائے اساتذہ، اساتذہ کو مواد کی فراہمی، مؤثر تدریسی طریقوں اور تعلیم کا جائزہ لینے میں مدد گار ثابت ہوں گے۔ یہ رہنمائے اساتذہ اساتذہ اور طلبہ کی مؤثر ثبویت کو یقینی بناتے ہیں۔ ان سبقی منصوبوں میں ایسی سرگرمیاں شامل ہیں جن کا مرکزی نقطہ طلبہ ہیں۔

سابقی منصوبوں کی یہ رہنمائے اساتذہ کی ترتیب ۲۰۱۳ء میں ترتیب دی گئیں، جو کہ ۲۰۰۶ء کے نصاب پر مبنی حاصلاتِ تعلیم پر مشتمل تھیں۔ ۲۰۱۸ء میں نظامِ نصاب و تعلیم اساتذہ خیرپختونخوانے تعلیمی کیلنڈر کے مطابق جماعت اول تا سوم کے ان حاصلاتِ تعلیم سے متعلق اساق کی تیاری اور ان پر نظر ثانی کی ذمہ داری نہجاتی جو پہلے سے موجود نہیں تھے۔

اب چوں کہ نظر ثانی کے بعد جماعت اول تا پنجم کے لیے ۲۰۲۰ء میں نیا نصاب تیار کیا گیا ہے، اس امر کی ضرورت محسوس کی گئی کہ ۲۰۲۰ء کے نصاب کے مطابق سابقی منصوبے تیار کر کے انھیں نئے نصاب سے ہم آہنگ کیا جائے۔ نظامِ نصاب و تعلیم اساتذہ خیرپختونخوانے نصاب ۲۰۲۰ء کے عین مطابق سابقی منصوبوں کی تیاری کے لیے نصاب اور متعلقہ مضامین کے ماہرین پر مشتمل مختلف کمیٹیاں بنائیں۔ نظامِ نصاب و تعلیم اساتذہ خیرپختونخوا سابقی منصوبوں کی تیاری اور نظر ثانی کے لیے ان ماہرین کی کاؤشوں پر انھیں خراج تحسین پیش کرتا ہے۔

علاوہ ازیں نظامِ نصاب و تعلیم اساتذہ خیرپختونخوا ان سابقی منصوبوں کی تکمیل میں تکمیلی معاونت فراہم کرنے پر خیرپختونخوا ایجو کیشن سیکٹر پروگرام (کے۔ ای۔ ایس۔ پی) کا بھی شکر گزار ہے۔

گوہر علی خان

ڈائریکٹر نصاب و تعلیم اساتذہ خیرپختونخوا، ایبٹ آباد

درستی کتاب برائے جماعت اول کا پہلا حصہ احادیث کے طور پر دیا گیا ہے۔ تاکہ نئے آنے والے طلبہ کو بھی تدریسی عمل میں شامل کیا جائے۔ دی گئی ہدایات کے روشنی میں حصہ اول پڑھائیں۔

■ سبق نمبر ۱ میں دی گئی حروف تجھی کے نام اور ان کے آوازیں طلبہ سے اخذ کروائیں / یا خود عملی نمونہ پیش کریں اور ان آوازوں کی مشق بار بار کروائیں۔

■ سبق نمبر ۲ میں طلبہ کو حروف تجھی ترتیب سے پڑھنے کی مشق کروائیں۔

■ سبق نمبر ۳ میں بے ترتیب حروف تجھی کو ترتیب سے لکھنے اور پڑھنے کی مشق کروائیں۔

■ سبق نمبر ۴ میں طلبہ کو حروف تجھی کی مکمل شکل کے ساتھ چھوٹی شکل کی پہچان کروائیں اور دیے گئے ارکان اور الفاظ میں شکل کی پہچان کروائیں۔

■ سبق نمبر ۵ تا نمبر ۸ میں طلبہ کو حروف تجھی کی آواز ”/ا، او، ای، اے/“ کے ساتھ مشق کروائیں مثلاً ”با، بو، بی، بے“ اور مکمل رکن پڑھنے کی مشق کروائیں۔ اس مشق کے دوران رکن کو حروف میں ہرگز نہ توڑیں۔

■ سبق نمبر ۹ میں دیے گئے دو حرفاً ارکان کو پڑھنے کی مشق کروائیں۔ کوشش کریں کہ طلبہ انفرادی طور پر ارکان پڑھنے کی مشق کریں۔ آخر میں تمام طلبہ کے ساتھ مل کر ارکان پڑھنے کی مشق کروائیں۔

■ سبق نمبر ۱۰ تا ۱۱ طلبہ سے دو ارکان ملا کر لفظ بنانے کی مشق کروائیں۔ طلبہ کے سامنے ارکان ”ا، او، ای، اے“ کا چارٹ کمرا جماعت میں آویزاں کریں اور طلبہ سے کہیں کہ ارکان کو ملا کر الفاظ بنائیں۔ جیسے با، با = بابا، جا = باجا، با، لا = بالا، بو، لا = بولا، بی = بولی، بو، لے = بولے

■ سبق نمبر ۱۲ میں رکن کے ساتھ حرف ملا کر لفظ بنانے کی مشق کروائیں۔ طلبہ کی توجہ کمرا جماعت میں آویزاں چارٹ کی طرف دلوائیں۔ اور انھیں ایک مثال دیں۔ جیسے رکن با کے ساتھ پ لگانے سے لفظ باپ بن جائے گا۔ اب طلبہ سے رکن با کے ساتھ کوئی اور حرف ملا کر لفظ بنانے کی مشق کروائیں۔ اسی طرح تمام ارکان کے ساتھ مشق کروائیں۔

■ سبق نمبر ۱۳ اور ۱۴ میں ”ای“ اور ”اے“ کی ارکان کی مشق دی گئی ہیں۔ طلبہ کو ایک رکن کے ساتھ دوسرے ارکان ملا کر الفاظ بنانے کی مشق کروائیں جیسے سا، رے = سارے اور سا، ڈھی = ساڑھی۔

■ سبق نمبر ۱۵ میں ”ے“ بطور آواز اے کے طور پر استعمال ہونی کی مشق دی گئی ہیں۔ اس میں ”ے“ الفاظ کے درمیان میں اور چھوٹی شکل میں لکھا جاتا ہے۔ جیسے تے۔ را = تیرا۔ طلبہ سے ایسے الفاظ لکھنے اور بولنے کے مشق کروائیں۔

■ سبق نمبر ۱۶ میں واو بطور حرف صحیح استعمال کیا گیا ہے۔ جیسے وردی، وادی، وقت وغیرہ۔ سبق نمبر ۱۷ میں چھوٹی ”ی“ بطور حرف صحیح استعمال ہوا ہے جس میں ”ی“ کی مختلف اشکال آتی ہیں۔ جیسے یکہ، یویو، یاک میں یہ اشکال موجود ہیں۔

■ سبق نمبر ۱۸ میں یاۓ معدولہ کی آواز متعارف کی گئی ہیں۔ جسے ادا نہیں کیا جاتا ہے۔

■ سبق نمبر ۲۰، ۲۱، ۲۲ زبر (۷)، زیر (۸) اور پیش (۹) الفاظ کے ساتھ مشق دی گئی ہیں۔ اعراب کے مدد سے طلبہ کو الفاظ پڑھنے کی مشق کروائیں۔

■ سبق نمبر ۲۳: میں طلبہ کو جزم کی علامت کی پہچان کروائیں اور جن حروف پر یہ علامت موجود ہے۔ اس کی مشق کروائیں۔

■ سبق نمبر ۲۴ میں واو کی آواز ”او“ طلبہ کو مثال دیں چوہا، چھوپ اور اب طلبہ سے مزید الفاظ اخذ کرانے کی مشق کروائیں۔

■ سبق نمبر ۲۵ میں ”ے“ کی آواز یاۓ معروف مخلوط متعارف کروائیں گئی ہے۔ ”ی“ کی درمیانی شکل اور اس سے پہلے حرف کے نیچے زیر کی علامت لکھی جاتی ہیں۔ مثلاً ”میل“ طلبہ کو ایسے الفاظ لکھنے ہوئے دکھا کر پڑھنے کی مشق کروائیں۔ اس مشق کے بعد طلبہ کو ارکان ملا کر الفاظ لکھنے کی مشق بھی کروائیں۔ جیسے، سی، تا = سیتا

■ سبق نمبر ۲۶ میں حرف کی شروع کی، درمیانی اور آخری جسے مکمل شکل بھی کہتے ہیں۔ متعارف کروائیں گئی ہے۔ مثلاً کتاب میں موجود ہیں۔ اس کے مطابق طلبہ سے مشق کروائیں۔

### تیسرا مہینہ

- سبق نمبر ۲۸ واؤ کی آواز ”او“ متعارف کروائی گئی ہے اور یہ الفاظ کے درمیان میں آتی ہے۔ اور اس کے پہلے حرف پر زبر کی علامت لگائی جاتی ہیں جیسے سوچ طلبہ سے اسے پڑھنے اور لکھنے کے مشق کروائیں۔
- سبق نمبر ۲۹ میں سے کی آواز ”اے“ متعارف کروائی گئی ہے۔ طلبہ کو دو الفاظ بیل، بیل پیر، پیر، تیر، تیر اب طلبہ سے ان الفاظ کو پڑھنے کی مشق کروائیں تاکہ وہ اے اور اے کے آواز میں فرق جان سکیں۔

- |   |   |
|---|---|
| <p>■ سبق نمبر ۳۱ اور نمبر ۳۲ میں متحرک حرف کے بعد دو حرفی اور سہ حرفی علتی رکن اور مرکب کے ساتھ مشق دی گئی ہے۔ اس میں پہلے حرف پر متحرک زبر، زیر یا پیش ہوگی۔ جیسے گلی، کتاب، بُری طلبہ کو ان الفاظ میں زبر، زیر، پیش متحرک حروف کے بعد دو حرفی مرکب اور سہ حرفی الفاظ لگا کر لفظ بنانے کی مشق کروائیں۔ طلبہ کو یہ الفاظ توڑ کر سمجھائیں۔</p> <p>■ گلی = گ۔ لی</p> <p>■ کتاب = ک۔ تاب</p> <p>■ بُری = ب۔ ری</p> | <p>■ سبق نمبر ۳۳ میں پانچ حرفی الفاظ متعارف کروائے گئے ہیں۔ جیسے بُکانا اگر ان میں حروف گنیں تو ان میں حروف کی تعداد چھ ہیں اور ارکان کی تعداد تین ہیں۔ حروف (پ، ا، ک، ا، ن، ا) ارکان (پ، کا، نا)</p> <p>■ ایسے الفاظ لکھنے اور پڑھنے کے طلبہ کو مشق کروائیں۔</p> <p>■ سبق نمبر ۳۴ میں ”ل“ کی مختلف آوازیں متعارف کروائی گئی ہیں۔ آں، اُوں، یَں اور ”ل“ کی حالت جب وہ کسی حرف کے درمیان میں آئے کی آوازوں کی پہچان اور مشق کروائیں۔ ان الفاظ کے لکھنے کی مشق بھی کروائیں۔</p> <p>■ سبق نمبر ۳۶ میں واو معمولہ جس میں ”و“ کی آواز ساکن آتی ہے۔ جیسے خود، غواب، خوشی وغیرہ۔</p> <p>■ سبق نمبر ۳۶ میں تشدید کی علامت الفاظ پر لگانے کی مشق کروائیں اور بعد میں ان الفاظ کو توڑ کر طلبہ کو سمجھائیں کہ جس حرف پر تشدید ہے دوبارہ ادا کیا جاتا ہے لیکن لکھا ایک بار کیا جاتا ہے۔ جیسے لفظ چج۔ چا = سچا</p> <p>■ سبق نمبر ۳۹ میں علامت تنوین کی مشق دی گئی ہے۔ طلبہ کے سامنے تختہ تحریر پر یہ الفاظ لکھیں۔ فوراً، عموماً، آنماً، فاناً طلبہ کو سمجھائیں۔ کہ اگر ہم آواز کو ادائی کے لحاظ سے لکھیں۔ ”فون“ لیکن اردو اصول کے مطابق ن کے بجائے ”آ“ لگا کر تنوین کی علامت لگائیں۔</p> |
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مہینہ

3

# سادہ مصروع، اشعار اور نظمیں سُن کر پسند کا اظہار کرنا

## طلبہ کے حاصلاتِ تعلم



- آہنگ اور لے کے حوالے سے سادہ مصروع، اشعار اور نظمیں سُن کر پسند کا اظہار کر سکیں۔
- مختصر نظمیں انفرادی طور پر اور مل کر ترجمہ سے پڑھ سکیں۔

## معلومات برائے اساتذہ

- نظم پڑھنے کے اصولوں میں درست تلفظ، مناسب لب والجہ اور اُتار چڑھاؤ مع تاثرات شامل ہیں۔
- نظم کو ترجمہ اور لے کے ساتھ سنائیں تاکہ طلبہ لطف انداز ہو سکیں۔
- طلبہ کی عمر اور دلچسپی کو مد نظر رکھتے ہوئے اُن کو چھوٹی چھوٹی نظمیں، اشعار اور مصروع سنائیں اور ان سے نظم کے حوالے سے پسندیدگی کے اظہار کا موقع ضرور دیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر/چاک، ڈسٹر / جہازن، بچوں کے رسالے / اخبار وغیرہ۔

## تعارف: 5 منٹ



- طلبہ کو جدول میں دی گئی نظم ترجمہ اور لے کے ساتھ زبانی سنائیں۔

مانو میری اچھی مانو	مانو میری اچھی مانو کہاں گئی تھی؟
چلتے چلتے چکلی پر رک گئی تھی	پھر کیا ہوا؟
آٹا پیسا کیک بنایا،	پھر کیا ہوا؟
کیک کو کھا گیا چوہا،	پھر کیا ہوا؟
مانو بڑی گندی مانو،	چوہے کو کھائی میں،

- طلبہ سے کہیں کہ نظم غور سے سنیں۔

- طلبہ کو نظم اپنے ساتھ پڑھنے کا کہیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- طلبہ کو جدول میں دی گئی نظم، ہاتھی زبانی سنائیں۔

ہاتھی

دیکھو پچو! ہاتھی آیا  
 ساتھ میں اپنا بچہ لایا  
 چھوٹی چھوٹی آنکھوں والا، بڑے بڑے کانوں والا  
 جو بھی پیسے دیتا ہے سب کو سیر کر اتا ہے  
 دیکھو پچو! ہاتھی آیا

3. اُستاد/ اُستاذی آہنگ اور لے کے ساتھ نظم پڑھے۔
4. طلبہ کو بھی نظم آہنگ اور لے کے ساتھ پڑھنے کا کہیں اور ساتھ ساتھ عملی مظاہر کریں تاکہ طلبہ لطف انداز ہو سکیں۔

سرگرمی نمبر ۲:

دیں ہمارا ہم کو پیارا  
 ہم سب کی آنکھوں کا تارا  
 اپنے دیں پہ ہم قربان  
 دیں ہمارا پاکستان  
 اس کی خوشی آرام ہمارا  
 اس کے نام سے نام ہمارا  
 اس کی شان ہماری شان  
 دیں ہمارا پاکستان

1. طلبہ کے سامنے ترجم سے جدول میں دی گئی نظم پڑھیں۔
2. طلبہ سے کہیں کہ نظم غور سے سنیں۔
3. طلبہ کو نظم اپنے ساتھ پڑھنے کا کہیں۔

4. آخر میں طلبہ کو یہی نظم اپنے ساتھیوں کے ساتھ ترجم سے پڑھنے کا کہیں۔

نتیجہ / خلاصہ: 3 منٹ



ان سرگرمیوں کے بعد طلبہ آہنگ اور لے کے ساتھ نظمیں، اشعار اور مصروع شن کر اپنی پسند کا اظہار کر سکیں گے۔ طلبہ نظم کو نہ صرف انفرادی طور پر پڑھ سکیں گے بلکہ ساتھیوں کے ساتھ مل کر پڑھنے سے بھی محفوظ ہوں گے۔

جاائزہ / جائز: 5 منٹ



طلبہ سے پوچھیں:

1. آپ کو نظم ہاتھی، کیسی لگی؟
2. طلبہ کو پڑھی گئی نظم ہاتھی، ترجم سے پڑھنے کا کہیں۔
3. طلبہ کی حرکات اور چہرے کے تاثرات کا مشاہدہ کریں۔

مشق: 2 منٹ



گھر جا کر بہن بھائیوں / دوستوں کو نظم ہاتھی، نئی نظم شن کر آئیں۔

## الفاظ کی ابتدائی آواز تبدیل کر کے نیا لفظ بنانا

### علم طلبہ کے حاصلات



- الفاظ کی ابتدائی آواز تبدیل کر کے نئے لفظ بنائیں۔

### معلومات برائے اساتذہ

- الفاظ کی ابتدائی یا آخری آواز تبدیل کر کے نئے الفاظ بنانا دلچسپی سے بھر پور سرگرمیاں ہیں، جن کی مدد سے کھلیل کھلیل میں طلبہ کے ذخیرہ الفاظ میں اضافہ کیا جا سکتا ہے۔ یہ سرگرمیاں ابتدائی جماعتوں سے ہی طلبہ کے ذخیرہ الفاظ میں اضافہ کرتی ہیں۔
- اسٹاد/اسٹانی چند الفاظ بولیں جیسے: باجاء، داداء، رات وغیرہ۔
- باری باری طلبہ سے ان الفاظ کے ابتدائی آوازیں اخذ کروائیں۔ جیسے باجا میں /با/ کی آواز، دادا میں /دا/ اور رات میں /ر/ کی آواز وغیرہ۔
- اسٹاد/اسٹانی اس حکمت عملی کو اپنا کر طلبہ سے الفاظ کی ابتدائی آواز تبدیل کروائیں اور نئے الفاظ بنوائیں۔
- جیسے لفظ ”رات“ میں /ر/ کی آواز کو تبدیل کر کے /ب/ کی آواز لگا کر نیا لفظ ”بات“ بنوائیں۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، وغیرہ۔

### تعارف: 5 منٹ



- اسٹاد/اسٹانی طلبہ کے سامنے لفظ ”نانا“ بولیں۔
- طلبہ سے اس لفظ کی پہلی آواز پوچھیں: طلبہ سے آواز/نا/ اخذ کروائیں۔
- اب طلبہ سے پوچھیں کہ اگر ”نانا“ کی پہلی آواز /نا/ کو تبدیل کر کے /جا/ لگا دیا جائے تو کون سا نیا لفظ بنے گا؟ (جانا)

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر: 1

- طلبہ کے دو گروپ بنائیں۔ ایک گروپ کو ’ج‘ کا نام دیں اور دوسرے گروپ کو ’م‘ کا نام دیں۔
- اب گروپ ’ج‘ سے کہیں کہ وہ درج ذیل الفاظ کی ابتدائی آواز کو نئی آواز سے بدل کر بولیں۔ جیسے:
  - بالی۔ ممکنہ جواب: تالی، مالی، ثالی، جالی
  - جوڑا۔ ممکنہ جواب: توڑا، موڑا، چھوڑا
  - تارے۔ ممکنہ جواب: سارے، بارے، مارے

3. اب گروپ نم، درج ذیل الفاظ کی ابتدائی آواز کو نئی آواز سے تبدیل کریں۔

1		
د	ل	د
	ل	
	ل	
	ل	

⇒ جیسے: مور۔ مکنہ جواب: دور، چور، شور

⇒ جار۔ مکنہ جواب: کار، ہار، پار

⇒ نرم۔ مکنہ جواب: گرم، بھرم، کرم

4. اس بات کا خیال رکھیں کہ طلبہ با معنی الفاظ بنائیں۔

5. گروپوں کے کام کو سراہیں اور مناسب رہ نمائی کریں۔

### سرگرمی نمبر: 2:

2

درد	رد	د
	رد	
	رد	
	رد	

### نتیجہ / خلاصہ: 3 منٹ



طلبہ الفاظ کی ابتدائی آواز کو پہچانتے ہیں اور اُسے نئے حرفاً اور ارکان سے تبدیل کر کے مزید الفاظ بنائے ہیں۔

### جاائزہ / جاچ: 5 منٹ



1. اُستاد/ اُستاذی طلبہ سے درج ذیل الفاظ کی ابتدائی آوازیں تبدیل کرو کر نئے الفاظ بناؤیں۔

2. سیل 1.....2.....

3. بال 1.....2.....

### مشق: 2 منٹ



گھر میں کوئی سے دو الفاظ سوچیں اور ان کی ابتدائی آوازیں تبدیل کر کے اپنی کاپیوں پر لکھ کر لائیں۔

### نوٹس

# حروف، الفاظ اور سادہ جملے دیکھ کر لکھنا

## علم کے حوصلات طلبہ



- حروف، الفاظ اور سادہ جملے دیکھ کر لکھ سکیں۔

## معلومات برائے اساتذہ

- اردو دراصل عربی رسم الخط "نستعلیق" میں لکھی جانے والی زبان ہے۔ حروف کی بنیادی طور پر مختلف اشکال ہوتی ہیں اور ان شکلوں سے مختلف الفاظ بنتے ہیں۔ خط نستعلیق ایک خم دار (Cursive)، بہت پیچیدہ (Highly Complexed) اور حساس نفس مضمون (Sensitive Context) پر مشتمل رسم الخط ہے۔ یہ اپنی زبان ہے جو صرف حروف (Letters) کے ذریعے لکھی جاتی ہے۔
- اساتذہ کرام طلبہ کو اردو کی لکھائی کے لیے درج ذیل اصول ضرور بتائیں۔
- لکھتے وقت بیٹھنے کا انداز درست ہو۔ لکھتے وقت کاپی مناسب فاصلے پر رکھیں۔
- جس لفظ کو صحیح لکھنے میں آپ کو مشکل پیش آئے اس کو لکھنے کی بار بار مشق کریں۔
- لکھتے وقت جلدی مت کریں، آہستہ آہستہ اور خوش خط لکھیں۔
- روزانہ پابندی کے ساتھ مشق کریں۔
- ہر لفظ کو لکھتے وقت اس کی بناوٹ اور حروف کے سروں کا خیال رکھیں۔
- الفاظ کے درمیان ہمیشہ مناسب فاصلہ رکھیں اور لکیر پر لکھیں۔
- طلبہ کو جملے لکھنے میں درپیش مسائل پر بات چیت کریں اور ان کا مناسب حل بھی بتائیں۔

## دورانیہ: 105 منٹ / تین پیریڈ



(1 پیریڈ حروف لکھنے کے لیے، 1 پیریڈ الفاظ لکھنے اور 1 پیریڈ جملے لکھنے کے لیے)

## وسائل اذرائی



درسی کتاب اردو برائے جماعت اول، چارت، تختہ تحریر، چاک / مارکر، ورک شیٹ، ڈسٹر / جھاڑن وغیرہ۔

## تعارف: 5 منٹ



1. طلبہ کی سبق میں دلچسپی بڑھانے کے لیے درج ذیل سوالات پوچھیں۔
2. کسی ایک طالب علم / طالبہ کو ہوا میں 'ب'، لکھنے کا کہیں۔
3. دوسرا طالب علم / طالبہ کو 'ج'، لکھنے کا کہیں۔
4. طلبہ کو بتائیں کہ آج ہم حروف، الفاظ اور سادہ جملے لکھنا سیکھیں گے۔

## تصور کی پختگی: 20 منٹ



حروف دیکھ کر لکھنا

1. طلبہ کو تختہ تحریر کی طرف متوجہ کریں۔
2. اب طلبہ سے کہیں کہ میرے ہاتھ کی طرف دیکھیں۔
3. ”ا“ لکھ کر طلبہ سے کہیں کہ وہ اپنی کاپی، تختہ یا سلیٹ پر اسی طرح لکھیں۔
4. باقی حروف لکھنے کے لیے یہی سرگرمی دہرانیں۔

پیریڈ نمبر ۲: عزیز طلبہ! کل ہم نے حروف لکھنے کی مشق کی تھی آج ہم الفاظ دیکھ کر لکھنے کی مشق کریں گے۔

35 منٹ

سرگرمی نمبر ۲:

- |  |   |    |   |
|--|---|----|---|
|  | ب | ب  | س |
|  | م | ل  | ق |
|  | ب | تا | ک |
1. طلبہ کو تختہ تحریر کی طرف متوجہ رکھیں۔
  2. تختہ تحریر پر دیے گئے خانوں میں مختلف حروف وارکان لکھیں۔
  3. اب طلبہ سے کہیں کہ ان حروف کو ملا کر الفاظ بنائیں اور سامنے دیے گئے خانے میں انھیں لکھیں۔
  4. سرگرمی مکمل ہونے کے بعد چند طلبہ سے کہیں کہ تختہ تحریر پر الفاظ لکھیں۔

5. اب طلبہ سے کہیں کہ ان الفاظ کو دیکھتے ہوئے اپنی کاپی پر لکھتے ہوئے الفاظ درست لکھیں۔

پیریڈ نمبر ۳: عزیز طلبہ! اس سے پہلے ہم نے حروف اور الفاظ دیکھ کر لکھنے کی مشق کی تھی آج ہم سادہ جملے دیکھ کر لکھنے کی مشق کریں گے۔

25 منٹ

سرگرمی نمبر ۳:

کالم ج	کالم ب	کالم اف
پڑھتی ہے	کتاب	
کرتی ہے	سبق یاد	
کھاتی ہے	کھانا	
دھوتی ہے	کپڑے	

عاشر

1. تختہ تحریر پر تین کالم بنائیں۔
2. ہر کالم میں دیے گئے الفاظ لکھیں۔ مثلاً:
3. طلبہ سے کہیں کہ دیے گئے الفاظ کی مدد سے جملے کامل کر کے لکھیں۔
  - عاشر کتاب پڑھتی ہے۔
  - 
  - 
  -
4. طلبہ سے یہی جملے اپنی کاپیوں پر لکھوائیں۔

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ حروف، الفاظ اور جملے استاد/استاذی کی رہنمائی میں لکھنے کے قابل ہو گئے ہیں۔

جانزہ / جاچ: 5 منٹ



1. درج ذیل الفاظ تختہ تحریر پر لکھیں اور تمام طلبہ سے اس کی نقل کرنے کو کہیں
  - ج۔ ج۔ ج۔ ٹو۔ یہ، کا، شہر، گاؤں، میرا، یہ میرا گاؤں ہے۔ یہ میرا شہر ہے۔
2. آخر میں تمام طلبہ کا کام دیکھیں کہ کیا طلبہ نے حروف، الفاظ اور جملے نقل کر کے لکھنا سیکھ لیا ہے؟

مشق: 2 منٹ



تمام طلبہ گھر سے پانچ حروف، دو الفاظ اور ایک ایک ایک جملہ لکھ کر لائیں۔

## ہم آواز الفاظ بنانا

### علم کے حاصلات طلبہ



■ ہم آواز الفاظ بنائیں۔

### معلومات برائے اساتذہ

- ہم آواز الفاظ وہ ہوتے ہیں، جن کے آخر میں حروف ایک جیسی آواز والے ہوں۔ جیسے: کان، شان، نان، پان، وغیرہ۔
- طلبہ کو ہم آواز الفاظ کی مشق کروائیں اور روز مرہ بول چال میں استعمال ہونے والے الفاظ کی مثالیں دیں۔
- ہم آواز الفاظ سے طلبہ کے ذخیرہ الفاظ میں اضافہ ہوتا ہے اور وہ نئے الفاظ بنانا سیکھ جاتے ہیں۔
- شعری ذوق رکھنے والے طلبہ کے لیے ہم آواز الفاظ سیکھنا آسان ہوتا ہے۔
- طلبہ ہم آواز الفاظ سیکھنے میں دل چپی لیتے ہیں۔

### دورانیہ: 35 منٹ / ایک پریڈی



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، وغیرہ۔

### تعارف: 5 منٹ



1. استاد/ اتناں یہ جملہ بولیں ”ہر ایک جانے ہر ایک مانے۔“
2. طلبہ سے کہیں کہ اس جملے میں ہم آواز الفاظ کی پہچان کر کے بتائیں۔
3. طلبہ کے بتانے کے بعد خود بھی ہم آواز الفاظ دہرائیں۔ جیسے: ”جانے، مانے“

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. پانچ طلبہ کو ایک کارڈ دیں جن پر درج ذیل الفاظ لکھے ہوں۔

روتا	کھائے	دام	جوڑ	بالي
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2. اب طلبہ سے کہیں کہ وہ کارڈ پر لکھا ہوا لفظ پڑھیں اور باقی طلبہ اُس کے ہم آواز الفاظ بنائیں۔
3. جیسے: بالي، جالي
4. باقی کارڈز کے لیے بھی یہی سرگرمی دہرائیں۔
5. طلبہ کو شاباش دیتے ہوئے ہم آواز الفاظ بنانے کی مشق جاری رکھیں۔

1. طلبہ کے دو گروپ بنائیں۔
2. ایک گروپ کے سامنے ایک لفظ بولیں اور ان سے کہیں کہ ان کے ہم آواز الفاظ بنائیں۔
  - ☒ جیسے: فلک۔ ممکنہ جوابات: چمک۔ نمک۔ دمک۔
3. دوسرا گروپ کو کوئی اور لفظ بول کر اس کے ہم آواز الفاظ بنانے کا کہیں۔
  - ☒ جیسے: شور۔ ممکنہ جوابات: دور۔ مور۔ اور
4. اُستاد/ اُستاذی اپنی طرف سے الفاظ کا انتخاب کریں اور طلبہ کو مشق کروائیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ اس طرح کی سرگرمیوں کی انجام دہی سے ہم آواز الفاظ بنانے کے قابل ہو گئے ہیں۔

جانزہ/جانچ: 5 منٹ



1. اُستاد/ اُستاذی کمرا جماعت میں لفظ ”یاد“ بول کر طلبہ سے اس کے تین ہم آواز الفاظ بنانے کا کہیں جیسے:
  - ☒ یاد۔ شاد۔ لاد وغیرہ۔
2. ہم آواز الفاظ بنانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



گھر سے کوئی بھی چار ہم آواز الفاظ بنائ کمرا جماعت میں پیش کریں۔

نوٹس

## اسم کی پہچان کرنا

### طلبہ کے حاصلاتِ تعلم



- اسم کی پہچان کر سکیں۔

### معلومات برائے اساتذہ

- اسم: اسم وہ کلمہ ہے جو کسی شخص جانور، جگہ یا چیز کے نام کو ظاہر کریں۔ جیسے: علی، بُلی، مُرغی، بازار، کتاب، عائشہ وغیرہ۔
- طلبہ اپنے اردوگرد کے ماحول سے چیزوں کے نام بتا سکتے ہیں۔
- مگر کے افراد، رشتے داروں اور چیزوں کے نام بھی جانتے ہیں۔ لہذا ان سے ماحول اور رشتے داروں کے ناموں کے بارے میں سوالات پوچھیں۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل اذراع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر/اچاک، ڈسٹر/جہاڑن، پھلوں کا چارت، تصویری کارڈز وغیرہ

### تعارف: 5 منٹ



1. طلبہ سے باری کمر اجماعت میں موجود چیزوں کے نام پوچھیں۔ جیسے: کرسی، میر، پنچھا، کھڑکی، دروازہ وغیرہ۔
2. چند طلبہ سے اُن کے نام پوچھیں۔ جیسے: عمران، وحید، شاہد، نیلم، زبیدہ، فریدہ وغیرہ۔
3. طلبہ سے کسی جگہ کا نام بتانے کو کہیں۔ جیسے: پشاور، ایبٹ آباد، کوہاٹ، لاہور وغیرہ۔
4. اب طلبہ کو بتائیں کہ یہ سب نام ہیں اور کسی جگہ، چیز یا شخص کے نام کو اسم کہتے ہیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو تین گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر چند پھلوں کی تصاویر بنائیں۔ جیسے: آم، مالٹا، کیلا، انار، انگور وغیرہ۔
3. طلبہ سے کہیں کہ ان چیزوں کے نام سوچ کر گروپوں کو بتائیں۔
4. اس سرگرمی کے لیے طلبہ کو 5 منٹ کا وقت دیں۔
5. طلبہ سے تصویروں کے نام پوچھ کر تختہ تحریر پر لکھیں۔
6. طلبہ کو بتائیں کہ تمام پھلوں کے نام اسم ہیں۔

1. طلبہ کے گروپ برقرار رکھیں۔
2. ایک گروپ سے کہیں کہ ”م“ سے شروع ہونے والے کوئی سے چار نام سوچ کر بتائیں۔
3. دوسرے گروپ سے کہیں کہ اپنے اسکول میں موجود چار چیزوں کے نام سوچ کر بتائیں۔
4. تیسرا گروپ کو چار جگہوں کے نام سوچنے کا کہیں۔
5. گروپوں کو سوچنے کے لیے ۵ منٹ کا وقت دیں۔
6. ہر گروپ کو چیزوں، جگہوں اور اشخاص کے نام بتانے کا موقع دیں۔
7. اُستاد/ اُستاذی طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ اپنے ارد گرد کے ماحول سے چیزوں، جگہوں اور اشخاص کے نام بتانا سیکھ چکے ہیں اور یہ سمجھ گئے ہیں کہ یہ سب اسم کہلاتے ہیں۔

جاائزہ/جانچ: 5 منٹ



جملے:

- عباس کھیلتا ہے۔
- میز پر مت بیٹھو۔
- پشاور خوب صورت شہر ہے۔

1. جدول میں دیے گئے جملے تنہیہ تحریر پر لکھیں۔
2. طلبہ سے ان جملوں میں موجود اسم کی پہچان کروائیں۔
3. درست جواب کو سراہیں اور طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ گھر سے مزید تین اسم اپنی کاپی پر لکھ کر لائیں۔

نوٹس

# پنسل، کاپی، سلیٹ یا تختی اور کتاب کو درست طریقے سے پکڑنا

## علم کے حوصلات



- پنسل، کاپی، سلیٹ یا تختی اور کتاب کو درست طریقے سے پکڑ سکیں۔

## معلومات برائے اساتذہ

- جب طلبہ چھوٹی چھوٹی مہارتیں سیکھتے ہیں تو انہیں بڑی خوشی ہوتی ہے۔
- یہ مہارتیں سکھانے کے لیے دل چسپ سرگرمیاں ترتیب دی جائیں تاکہ طلبہ کی شمولیت کو یقینی بنایا جاسکیں۔
- کمرا جماعت میں مختلف انفرادیت کے حامل طلبہ ہوتے ہیں لہذا ان کی انفرادیت کو مد نظر رکھتے ہوئے سرگرمیاں ترتیب دیں اور باعثیں ہاتھ سے لکھنے والے طلبہ کو خاص توجہ دیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذراع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، پنسل، تختی، کتاب، کاپی، سلیٹ، وغیرہ

## تعارف: 5 منٹ



1. کمرا جماعت میں کسی ایک طالب علم / طالبہ کو پنسل پکڑنے کا کہیں۔
2. کسی دوسرے طالب علم / طالبہ کو کتاب کھولنے کا کہیں۔
3. اُس سے ورق اٹھانے کا کہیں اور اگلا صفحہ نمبر پوچھیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. دونوں گروپوں کے سامنے پنسل، تختی، سلیٹ، کاپی اور کتاب رکھ دیں۔
3. اُستاد / اُستاذی طلبہ کے سامنے کتاب کھولنے کا عملی مظاہرہ کریں۔
4. پھر اس کے بعد پنسل، سلیٹ، سلیٹی اور تختی پکڑنے کا درست طریقہ سکھائیں۔
5. پہلے گروپ سے کتاب، کاپی اور سلیٹ اور دوسرے گروپ سے پنسل، تختی درست طریقے سے پکڑنے کا عملی مظاہرہ کروائیں۔

سرگرمی نمبر ۲:

1. دونوں گروپوں کے طلبہ کو سامنے بٹھائیں۔

2. سامنے میز پر پنسل، کتاب، کاپی، تختی، سلیٹ اور سلیٹی رکھیں۔

3. اب گروپ 'الف' کے ایک طالب علم /طالبہ سے کہیں کہ وہ درست طریقے سے پنسل کو کپڑیں اور دوسرے طالب غور سے دیکھیں۔

4. اُستاد / اُستاذی اس دوران طالبہ کی مناسب رہ نمائی کریں۔

4. گروپ 'ب' کے طلبہ میں سے کسی ایک طالب علم /طالبہ کو کتاب کپڑنے کا کہیں۔ کتاب کو درست کپڑنے میں اُستاد / اُستاذی رہ نمائی کریں۔

5. اسی طرح باری باری ہر طالب علم /طالبہ سے پنسل، کتاب، کاپی، سلیٹ اور تختی کپڑنے کی مشق کو دھرائیں۔

6. سب طلبہ سے عملی کام کروائیں۔



نتیجہ / خلاصہ: 3 منٹ

ان سرگرمیوں کے بعد طلبہ اس قابل ہوں گے کہ وہ پنل، کالی، کتاب، سلیٹ اور تختی کو درست طریقے سے پکڑ سکیں۔



جائزہ/جانش: 5 منٹ

1. چند ایک طلبہ کو سامنے بلا کر پیش، کاپی، کتاب، سلیٹ اور تختی درست طریقے سے کپڑنے کا عملی مظاہرہ کروائیں۔
  2. درست مظاہرہ کرنے پر طلبہ کو شاباش دیں۔



مشون: 2 منت

گھر جا کروالدین / سریرست کی رہ نہایی میں پنل، کامی، کتاب، سلیٹ اور تختی کو درست طریقے سے کپڑنے کی باربار مشق کریں۔



میں

4



## الفاظ کی آخری آواز تبدیل کر کے نیا لفظ بنانا

### علم کے حوصلات طلبہ



- الفاظ کی آخری آواز تبدیل کر کے نئے لفظ بنائیں۔

### معلومات برائے اساتذہ

- ابتدائی جماعتوں سے طلبہ کے ذخیرہ الفاظ میں اضافہ کریں۔
- الفاظ کی ابتدائی یا آخری آواز تبدیل کر کے نئے الفاظ بنانا دلچسپ سرگرمیاں ہیں، جن کی مدد سے کھیل کھیل میں طلبہ کے ذخیرہ الفاظ میں اضافہ کیا سکتا ہے۔
- استاد/ استاذی چند الفاظ بولیں۔ جیسے: راجا۔ آم۔ صاف۔ وطن وغیرہ
- باری باری طلبہ سے ان الفاظ کے آخری حروف کی آوازیں آخذ کروائیں۔ جیسے: راجا میں/جا/آم میں/ام/صاف میں/ف/وطن میں/ان/کی آواز وغیرہ
- اسی حکمت عملی کو اپنا کر طلبہ سے نئے الفاظ بنوائیں۔ جیسے: بات سے باپ وغیرہ۔

### دورانیہ: 35 منٹ ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک /مارکر، ڈسٹر / جھاڑن، وغیرہ

### تعارف: 5 منٹ



- استاد/ استاذی لفظ ”سلام“ بولیں۔
- طلبہ سے اس لفظ کی آخری آواز پوچھیں۔
- طلبہ کا جواب /ام/ ہونا چاہیے۔
- اب طلبہ سے پوچھیں کہ اگر ”سلام“ کی آخری آواز /م/ تبدیل کر کے /د/ لگائی جائے تو کون سا نیا لفظ بنے گا؟ (سلاو)
- پھر وہی لفظ درست لب ولنجھ میں ادا کریں اور اس کو بنیاد بناتے ہوئے طلبہ کو سرگرمی کی طرف لے کر جائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

- طلبہ کے دو گروپ بنائیں۔
- ایک گروپ کو ”ت“ کا نام دیں۔
- دوسرے گروپ کو ”ش“ کا نام دیں۔

4. اب گروپ ”ت“ سے کہیں کہ وہ درج ذیل الفاظ کی آخری آواز کو نئی آواز سے بدل کر بولیں۔ جیسے:

☒ بات سے باب، بابل، بار، باز، باغ

5. اب گروپ ”ش“ سے درج ذیل الفاظ کی آخری آواز کو تبدیل کر کے نیا لفظ بنائیں۔ جیسے:

☒ جاگ سے جال، نام سے نان، گانا سے گاتا

6. اس بات کا خیال رکھیں کہ طلبہ با معنی الفاظ بنائیں۔

7. طلبہ کے کام کو سرا ہیں اور بوقتِ ضرورت مناسب رہ نہماں کریں۔

### سرگرمی نمبر: ۲

1. طلبہ کے دو گروپ بنائیں۔

2. ہر گروپ کو دو دو ایسے الفاظ دیں جن کے آخری آواز کی تبدیلی سے نئے الفاظ بنتے ہو۔ سوئے، جال

3. طلبہ کو سوچنے کے لیے کچھ وقت دیں۔

4. اب ہر گروپ سے نئے بنائے گئے الفاظ پوچھیں۔

### نتیجہ / خلاصہ: 3 منٹ

درج بالا سرگرمیوں کے نتیجے میں طلبہ الفاظ کی آخری آواز پہچانتے ہوئے نئے الفاظ بناسکتے ہیں۔

### جانزہ / جائز: 5 منٹ



1. طلبہ سے درج ذیل الفاظ کی آخری آوازیں تبدیل کروا کر دو نئے الفاظ بنائیں۔

☒ شاد 1.-----2.-----

☒ مکانہ جوابات (شام، شال، شان وغیرہ)

☒ موم 1.-----2.-----



### مشق: 2 منٹ

نوٹس

طلبہ سے کہیں کہ وہ اپنی طرف سے کوئی سے تین الفاظ لکھیں اور ان کی آخری آوازیں تبدیل کر کے نئے الفاظ بنائیں۔

# حرکات (پیش، زیر وغیرہ) کی تبدیلی سے الفاظ کو دُرست تلفظ سے پڑھنا

طلبه کے حاصلاتِ تعلم



- حرکات (پیش، زیر وغیرہ) کی تبدیلی سے الفاظ کو دُرست تلفظ سے پڑھ سکیں۔

## معلومات برائے اساتذہ

- کسی لفظ کی درست ادائی تلفظ کہلاتا ہے۔ تقریر و تحریر میں الفاظ کی درست ادائی از حد ضروری ہے۔ الفاظ کو ٹھیک اور درست بولنے کے لیے جو عالمتیں لگائی جاتی ہیں انھیں ”اعرب“ کہتے ہیں۔
- □ بھا: حروف کی آواز اور ان کی حرکات و سکنات کو ہجا کہتے ہیں۔ درست بھا کے لیے اعراب کا جاننا نہایت ضروری ہے۔
- □ حرکت: زبر - زیر، پیش کو حرکت کہتے ہیں۔ اعراب لگانے میں ان کی اہمیت مسلسلہ ہے۔ لفظوں کی ادائی ان کے معنوں کو بھی تبدیل کرتی ہیں اس لیے ان پر اعراب لگانا بہت ضروری ہے۔
- □ جیسے: 1. ہوا، ہوا 2. عالم، عالم
- زبر یا فتح (-): یہ علامت حرف کے اوپر لگائی جاتی ہے۔ جس حرف پر زبر ہوا سے مفتوح کہتے ہیں۔
- زیر یا کسر (۔): یہ علامت حرف کے نیچے لگائی جاتی ہے۔ جس حرف پر زیر ہوا سے مکسور کہتے ہیں۔
- پیش یا ضمه (۔۔): یہ علامت حرف کے اوپر لگائی جاتی ہے۔ جس حرف پر پیش ہوا سے مضوم کہتے ہیں۔
- تنوین (۔۔۔): جس حروف پر تنوین ہو۔ اس میں نون کی آواز شامل ہو جاتی ہے۔ جیسے اتفاقاً، غالباً، مثلاً وغیرہ۔
- تشدید یا شد (۔۔۔۔): جس حرف پر تشدید ہو اُسے مشدد کہتے ہیں اور اسے دو مرتبہ پڑھا جاتا ہے لیکن ایک دفعہ لکھا جاتا ہے۔ مثلاً: امی (ام+می)، پچھے (پچھے+چھے) وغیرہ۔
- جزم یا سکون (۔۔۔۔۔): جس حرف پر یہ علامت ہوا س کی آواز ساکن ہوتی ہے اور اسے پہلے حرف کے ساتھ ملا کر پڑھتے ہیں جیسے قسمت (قسن) (مت)۔ اردو کا آخری حرف ساکن ہوتا ہے اس لیے اس پر جزم لگانے کی ضرورت نہیں ہوتی۔

دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائع



درسی کتاب اردو برائے جماعت اول، چارٹ، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑان، الفاظ کے کارڈز وغیرہ۔

تعارف: 5 منٹ



- طلبه کی سینک میں دلچسپی بڑھانے کے لیے درج ذیل سوالات پوچھیں:
1. تختہ تحریر پر درست اعراب کے ساتھ درج ذیل الفاظ لکھیں۔
  2. سُکر / سُجَر، دَم / دُم
  3. طلبہ سے الفاظ پڑھوانے کا کہیں۔
  4. طلبہ سے الفاظ میں فرق کے بارے میں پوچھیں۔
  5. طلبہ کو بتائیں کہ اعراب کی تبدیلی سے الفاظ کے معنوں میں بھی تبدیلی واقع ہوتی ہیں۔ طلبہ کو الفاظ کے معنی بھی بتائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

- طلیبہ کے دو گروپ بنائیں اور ان کو مختلف کارڈ زدیں جن پر الفاظ کے ساتھ ساتھ زیر، زیر، پیش، شد، جزم کے کارڈز عینہ بنتے ہوئے ہوں۔
- الفاظ درج ذیل ہو سکتے ہیں۔
- مخت، الفت، افت، امید، مفت، کتاب، قدر، سبق، گلب، التجا، اتفاقاً وغیره (اعراب لگائے بغیر)
- اسی طرح (زیر، زبر، پیش، شد، جزم کی علامتیں بھی ایک کارڈ کی صورت میں دیں جن کا سائز الفاظ کے کارڈز کے سائز کی نسبت کافی کم ہو تاکہ الفاظ کی مناسبت سے وہ اس کو اوپر یا نیچے لگایا جاسکیں۔
- تمام الفاظ پر طلیبہ سے درست اعراب لگانے کی بار بار مشق کروائیں۔

سرگرمی نمبر ۲:

- طلیبہ کے گروپ برقرار رکھیں۔
- تجھے تحریر پر دیے گئے الفاظ لکھیں۔ اس، پل، ان
- گروپوں سے کہیں کہ دیے گئے الفاظ پر زبر، زیر اور پیش لگا کر با معانی لفظ بنائیں۔
- لفظ بننا کر گروپوں میں درست تلفظ کے ساتھ پڑھیں۔
- دونوں گروپوں سے بنائے گئے الفاظ درست تلفظ کے ساتھ پڑھوائیں۔
- الفاظ درست تلفظ کے ساتھ پڑھنے پر گروپوں کو شاباش دیں۔

## نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلیبہ الفاظ کو درست تلفظ کے ساتھ ادا کر سکتے ہیں۔

## جائزوہ / جانچ: 5 منٹ



زبر زیر پیش کا گیت  
زبر زیر پیش زبر زیر پیش  
یہ ہیں تینوں چھوٹے چھوٹے نشان،  
زبر اوپر لگ جائے تو ”آ“ بن جائے،  
زیر نیچے لگے تو ”ا“ بن جائے،  
پیش اوپر لگے تو ”آ“ بن جائے،  
آواز بدلتا ہے ان کا کام!

- طلیبہ کے ساتھ دی گئی نظم پڑھیں۔
- نظم پڑھنے کے دوران زبر، زیر اور پیش کی حرکات پر خصوصی توجہ دیں۔
- طلیبہ سے زبانی درج ذیل نظم کو درست تلفظ کے ساتھ پڑھنے کا کہیں۔

## مشق: 2 منٹ



تمام طلیبہ گھر سے زبر زیر، پیش لگا کر ایک ایک لفظ لکھ کر لائیں۔

# تصویر دیکھ کر اشیا کے نام لکھنا

## طلبہ کے حاصلاتِ تعلم



- تصویر دیکھ کر اُس میں موجود اشیا کے نام لکھ سکیں۔

## معلومات برائے اساتذہ

- حصول علم میں بصرات کو بنیادی اہمیت حاصل ہے۔ کسی چیز کو دیکھ کر ہمیں اُس کے متعلق جاننے کی خواہش پیدا ہوتی ہے۔
- طلبہ رنگ برلنگی تصویریں دیکھ کر ان میں دل چپی لیتے ہیں اور تصاویر سیکھنے سیکھانے کا بہترین ذریعہ ہیں۔
- طلبہ سے دی گئی اشیا کے نام کی پہچان کرو اکر ان کے ذخیرہ الفاظ اور مشابہاتی صلاحیتوں میں اضافہ کیا جا سکتا ہے۔

## دورانیہ: 35 منٹ / ایک پیارہ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / ماکر، ڈسٹر / جھاڑن، چھلوں اور پرندوں کی تصویر کا چارٹ۔ وغیرہ

## تعارف: 5 منٹ



1. کمرا جماعت میں پرندوں کے تصویری چارٹ لگائیں اور طلبہ سے کہیں کہ ان میں موجود پرندوں کے نام بتائیں۔
- نوت: اگر چارٹ دستیاب نہیں ہے تو آپ خود بھی سادہ چارٹ پر تصاویر بنانے کا آویزاں کر سکتے ہیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:



2. کمرا جماعت میں سبزیوں کا تصویری چارٹ آویزاں کریں۔
3. تصویر میں نظر آنے والی سبزیوں کو دیکھیں اور ان کے نام بتائیں۔
4. چند طلبہ سے نام پوچھیں۔
5. اب طلبہ سے کہیں کہ اپنی تین پسندیدہ سبزیوں کے نام کاپی میں لکھیں۔
6. چند طلبہ سے سبزیوں کے نام تختہ تحریر پر لکھوائیں۔

سرگرمی نمبر ۲

1. طلبہ کو جوڑوں میں تقسیم کریں۔
  2. جوڑوں سے کہیں کہ درسی کتاب جماعت اول کے صفحہ نمبر ۱۱۸ پر دی گئی تصویر کو غور سے دیکھیں۔
  3. اب تصویر میں نظر آنے والی پانچ اشیا کے نام اپنی کاپی میں لکھیں۔
  4. طلبہ کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
  5. سرگرمی مکمل ہونے کے بعد چند جوڑوں سے نام تختہ تحریر پر لکھوائیں۔

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی مکملیں کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ تصاویر میں موجود اشائے کے نام لکھ سکتے ہیں۔

جائزہ/جانش: 5 منٹ



- طلبہ کو سبزیوں کا تصویری چارٹ دوبارہ دکھائیں۔
  - طلبہ سے کہیں کہ اپنی ایک لپندیدہ سبزی کی تصویر بنائیں اور اس میں رنگ بھریں۔
  - طلبہ سے ان کی بنائی ہوئی تصویر دکھانے کا کہیں۔

مشقہ: 2 منٹ



طلیب کو پھلوں کا تصویری چارٹ دکھائیں اور اپنی پسندیدہ دو پھلوں کا انتخاب کر کے گھر سے کافی یہ ان کے نام لکھ کر لائیں۔

نوٹس

# گروہی کاموں میں شمولیت اختیار کرنا

## علم کے حوصلات طلبہ



- گروہی کاموں میں شمولیت اختیار کر سکیں۔

## معلومات برائے اساتذہ

- طلبہ اپنے بہت سے چھوٹے چھوٹے کام خود کر سکتے ہیں۔ جیسے: گلاس میں پانی پینا، کپڑے پہننا، بستے میں کتنا بیس اور کاپیاں ڈالنا وغیرہ۔
- گھر کے دوسرے افراد کی مدد بھی کر سکتے ہیں کسی کو بلانے کے لیے، کوئی درکار چیز اٹھانے کے لیے، دروازہ کھولنے اور بند کرنے جیسے کام بخوبی انجام دیتے ہیں۔
- استاد/استاذی طلبہ کی اسی سماجی مہارت کو بنیاد بنا کر ان میں گروہی کاموں میں شمولیت کی تحریک اور جذبہ پیدا کریں کیونکہ ذمے دار شہری وہی ہے جو ذمے داری کو نبھائیں اور ساتھ ساتھ دوسرے ساتھیوں کے ساتھ مل جل کر کام کر سکے

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، ڈسٹر / جھاڑن، مارکر / چاک، چارٹ پیپرز، گوند، پرندوں اور جانوروں کے تصویری کارڈز وغیرہ۔  
نوت: اگر کارڈ دستیاب نہیں ہیں تو کسی سادہ سفید کاغذ پر ۵ سے ۲ پرندوں اور جانوروں کی تصاویر بنالیں۔

## تعارف: 5 منٹ



1. طلبہ کو متوجہ کرنے کے لیے جدول میں دی گئی کہانی سنائیں۔

کسی جنگل میں دو بھینے رہتے تھے۔ ان میں بہت افاقت تھا۔ جہاں کہیں بھی جاتے تو اکٹھے جاتے۔ اگر جنگل کا شیر ایک پر حملہ کرتا تو دونوں مل کر اسے بھگا دیتے۔ اس لیے شیر ان کے قریب نہ آتا تھا۔ ایک دن وہ دونوں آپس میں لڑ پڑے۔ دونوں علیحدہ ہو گئے۔ شیر نے ان کو اکیلا دیکھا تو بہت خوش ہوا۔ اس نے ایک بھینے پر حملہ کیا اور اسے مار دیا۔ دوسرا بھینسا بھی اکیلا رہ گیا۔ کچھ دن بعد اسے بھی مار کر کھایا اس سے ہمیں یہ سبق ملتا ہے کہ مل جل کر رہنے سے برکت ہوتی ہے۔

2. طلبہ سے کہیں کہ کہانی غور سے سُنیں۔

## تصور کی چیختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔
2. ہر گروپ کا ایک لیڈر مقرر کریں۔
3. طلبہ کو گروپوں میں ایک چارٹ پیپر اور گوند دے دیں۔

4. گروپ 'الف' کو پرندوں اور گروپ 'ب' کو جانوروں کی تصاویر والے کارڈز دے دیں۔
5. گروپ لیڈر سے کہیں کہ وہ اپنے ممبران کی مدد سے کارڈ کو چارٹ پیپر پر چھپاں کریں۔
6. طلبہ کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
7. جو گروپ سب سے پہلے تصویری کارڈ چھپاں کر لے گا وہ فاتح ہو گا۔
8. وقت مکمل ہونے پر کام روک دیں اور کام دیکھتے ہوئے فاتح گروپ کے لیے تالیماں بجوانیں۔

سرگرمی نمبر: ۲

1. طلبہ گروپوں میں سرگرمی جاری رکھیں۔
2. دونوں گروپوں سے کہیں کہ چارٹ پر لگی ہوئی تصویروں کے نیچے پرندوں اور جانوروں کے نام لکھیں۔
3. طلبہ کو اس سرگرمی کے لیے ۱۰ منٹ کا وقت دیں۔
4. گروپ لیڈر اپنا چارٹ کمرا جماعت کی دیوار پر آویزاں کریں۔
5. طلبہ کی گروپوں میں کام کرنے پر حوصلہ افزائی کریں۔



طلبہ سے پوچھیں کہ انھیں گروپ میں مل جل کر کام کرنا اور ایک دوسرے کی مدد کرنا کیا لگا؟ طلبہ کو بتائیں کہ ایک دوسرے کے ساتھ کام کرنے سے ہم کام آسانی سے اور مختصر وقت میں مکمل کر لیتے ہیں۔



1. گروپوں سے کہیں کہ وہ دیوار پر لگے ہوئے چارٹس پر چھپاں پرندوں اور جانوروں کے بارے میں بتائیں۔
2. ہر گروپ کو ان کے کام کی پیش کش پر شاباش دیں۔



گھر جا کر اپنے گروپ کا اچھا سانا نام سوچیں اور ممبران کے مشورے سے ایک نام منتخب کریں۔

نوٹس

## سادہ جملے سن کر مفہوم سمجھنا

### طلبہ کے حاصلاتِ تعلم



- سادہ جملے سن کر ان کا مفہوم سمجھ سکیں۔

### معلومات برائے اساتذہ

- طلبہ میں یہ صلاحیت پیدا کرنی ہے کہ اگر ان کے سامنے کوئی بھی سادہ جملہ بولا جائے تو وہ سن کر اس کے مفہوم کو سمجھنے کے قابل ہو جائیں۔ طلبہ میں تو جو سے سنتے اور سن کر سمجھنے کی مہارت کو فروغ دینا ہے۔
- طلبہ کو کمرا جماعت میں براہ راست ہدایات دیں تاکہ وہ سن کر ان پر عمل کر سکیں۔ جیسے: اپنی کتابیں کھولیں۔ اپنی کاپی نکالیں، تختہ تحریر کی طرف دیکھیں، میری بات غور سے سنیں وغیرہ وغیرہ۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، سادہ جملوں کے کارڈز، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ۔

### تعارف: 5 منٹ



1. مختلف کارڈز پر چند سادہ جملے لکھ کر ایک ڈبے میں ڈالیں۔

کارڈز:

- اپنے بالوں میں لکھ کریں۔
- کتاب پر میز رکھیں۔
- بیتے میں سے پہلی نکال کر دکھائیں۔

2. چند طلبہ کو اپنے پاس بلائیں اور انھیں کہیں کہ ڈبے میں سے ایک کارڈ نکالیں۔

3. اسٹاد/ اتناں یہ کارڈ بلند آواز سے پڑھیں۔

4. طالب علم/ طالبہ سے کہیں کہ جملہ سن کر اس پر عمل کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. میز پر کارڈز اٹ کر کے رکھیں۔

2. کسی ایک طالب علم/ طالبہ کو سامنے بلائیں۔

کارڈ:

- سرخ رنگ کے پھل کا نام بتائیں۔
- اپنے دوست کا نام بتائیں۔
- آپ کو کون سارنگ پسند ہے؟
- اپنا دایاں ہاتھ کھڑا کریں۔
- اپنی کان کو ہاتھ لگائیں۔

4. طالب علم/طالبه میز پر سے ایک کارڈ اٹھا کر استاد/استانی کو دے۔
5. استاد/استانی کارڈ کو بلند آواز میں پڑھیں۔
6. طالب علم/طالبه سے کہیں کہ جملہ سن کر اس کے مطابق عمل کریں۔
7. طالب علم/طالبه کسی دوسرے کا نام لے کر پکارے۔
8. اسی طرح چند طلبہ کے ساتھ اس سرگرمی کو مکمل کریں۔

سرگرمی نمبر: ۲

جملہ:

- اپنے پسندیدہ پھول کا نام بتائیں۔
- اپنی پسندیدہ سبزی کا نام بتائیں۔
- اپنے سر کو ہاتھ لگائیں۔
- اپنے کپڑوں کا رنگ بتائیں۔
- آنکھیں بند کریں۔

1. ایک کاغذ پر دیے گئے جملے لکھ کر ایک ٹوکری میں ڈالیں۔
2. باری باری ایک طالب علم/طالبه کو بلائیں جو ٹوکری میں سے ایک کارڈ اٹھالیں۔
3. استاد/استانی کارڈ کو بلند آواز سے پڑھیں۔
4. طالب علم/طالبه سے کہیں کہ جملہ سن کر اس کے مطابق عمل کریں۔
5. ایسے طلبہ کو موقع دیں جنہیں پہلے والی سرگرمیوں میں شامل ہونے کا موقع نہ ملا ہو۔
6. چند طلبہ کے ساتھ یہ سرگرمی مکمل کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ سادہ جملے سن کر ان کا مفہوم سمجھتے ہوئے ان پر عمل کر سکتے ہیں۔ کسی ایک طالب علم/طالبه سے کہیں کہ آج کے دو یا تین جملے جو آپ کو زبانی یاد ہو، بتائیں۔

جانزہ/جانچ: 5 منٹ



- تمام طلبہ کو ایک ایک جملہ سوچنے کا کہیں۔
- استاد/استانی ایک گیند لے کر کسی ایک طالب علم/طالبه کی طرف پھینکیں۔
- اب وہ طالب علم/طالبه گیند پکڑ کر ایک جملہ بولے۔
- اب وہ طالب علم/طالبه کسی دوسرے کی طرف بال پھینکے۔
- یہ سرگرمی چند طلبہ کے ساتھ مکمل کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر میں ایسی اباؤ سے کوئی سے دو جملے سنیں اور ان کو کاپیوں پر لکھیں۔

# فعل امر و نہی کو سن کر سمجھ کر دُہرانا

## علم کے حاصلات طلبہ



- فعل ”امر و نہی“ کے سادہ جملے سن کر سمجھ کر دُہرائیں۔
- فعل ”امر و نہی“ کے سادہ جملے ادا کر سکیں۔

## معلومات برائے اساتذہ

- فعل امر سے مراد ہے ایسا فعل جس میں کسی کام کے کرنے کا حکم پایا جائے۔ مثلاً: سبق یاد کرو۔ جب کہ فعل نہی ایک ایسا فعل ہے جس میں کسی کام کے کرنے سے منع کیا گیا ہو۔ مثلاً: فرش پر مت ٹھوکو۔
- اساتذہ طلبہ کو روزمرہ زندگی سے مثالیں دے کر فعل امر و نہی کے جملوں کی زبانی اور لکھوا کر مشق کروائیں۔
- طلبہ کی روزانہ معمولات اور ماحول سے متعلق جملے استعمال کروائیں۔ طلبہ کی ذہنی استعداد کو مد نظر رکھ کر فعل امر و فعل نہی پر بہنی جملوں کا انتخاب کریں۔ جملے ایسے ہوں جن کو طلبہ ٹھن کر سمجھ سکیں اور عمل کر سکیں۔
- اساتذہ طلبہ کو درسی کتاب میں سے مختلف عبارات میں موجود فعل امر و فعل نہی کے جملوں کی نشان دہی کروائیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائع



درسی کتاب اردو برائے جماعت اول، چارٹ، تختہ تحریر، مارکر / چاک، ڈسٹر / جہاڑن، جملوں کے کارڈز وغیرہ۔

## تعارف: 5 منٹ



1. درج ذیل جملے ایک ایک کر کے تختہ تحریر پر لکھیں اور طلبہ کو آہستہ آہستہ پڑھ کر سنائیں۔
2. طلبہ سے پوچھیں کہ اس جملے میں کام کرنے کا حکم دیا گیا ہے یا کام کرنے سے منع کیا گیا ہے۔ فعل امر اور نہی کے تصور کی نشان دہی کرواتے ہوئے ان کا فرق سمجھائیں۔

- |           |                          |
|-----------|--------------------------|
| ▪ فعل امر | ▪ جاؤ بیٹا! پانی لے آو۔  |
| ▪ فعل امر | ▪ دروازہ بند کرو۔        |
| ▪ فعل نہی | ▪ پھول مت توڑو۔          |
| ▪ فعل نہی | ▪ تیز دھوپ میں مت کھیلو۔ |

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔

2. ایک گروپ کو کرا جماعت میں فعل امر اور فعل نہیں والے کاموں کے بارے میں سوچنے کا کہیں۔ مثال پیش کریں۔ جیسے: تختہ تحریر کی طرف دیکھو (فعل امر) دیوار پر نہ لکھو (فعل نہیں)۔

3. سوچ کر سادہ جملے ادا کریں۔

4. اُستاد / اُستاذیہ ہدایات دیں اور رہ نمائی کریں۔

5. دوسرا گروپ کرا جماعت سے فعل امر اور فعل نہیں سے متعلق جملے سوچیں۔ مثال پیش کریں۔ جیسے: قطار بناؤ۔ (فعل امر) پھول مت توڑو (فعل نہیں)

6. پہلا گروپ اپنے جملے (فعل امر و فعل نہیں) کرا جماعت میں شناختیں۔

7. اس کے بعد دوسرے گروپ کو موقع دیں۔

8. طلبہ کو اس سرگرمی کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر ۲:

- |                            |    |  |
|----------------------------|----|--|
| فعل نبی کے جملے            | 1. | طلبه کے گروپ برقرار رکھیں۔                                       |
| جھوٹ مت بولو۔              | 2. | پہلے گروپ کو فعل امر سے متعلق سادہ جملے بنانے کے لیے کہیں۔       |
| شور نہ کرو۔                | 3. | دوسرے گروپ کو فعل نبی سے متعلق سادہ جملے بنانے کے لیے کہیں۔      |
| فضول باتیں نہ کرو۔         | 4. | طلبه کی رہنمائی کریں۔  |
| بارش میں مت کھیلو۔         | 5. | گروپ میں سب طلبه کی شرکت کو یقینی بنائیں۔                        |
| زیادہ گرم چاول مت کھاؤ۔    | 6. | دونوں گروپ اپنے جملے استاد/استاذی کو دکھائیں۔                    |
| بچلی کے تاروں کو مت چھیڑو۔ | 7. | دونوں گروپ فعل امر اور فعل نبی کے جملے کلاس کے سامنے آگر سنائیں۔ |
| والدین کو تنگ نہ کرو۔      |    |  |

پنجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ اس قابل گئے ہیں کہ وہ فعل امر و نبی کے سادہ جملے سن کر سمجھ سکیں اور دہرا سکیں۔

جائزہ/جانچ: 5 منٹ



- اُستاد / اُسٹانی تختہ تحریر پر دیے گئے جملے تحریر کریں۔
  - پانی ضائع نہ کرو۔ علم حاصل کرو۔
  - کتاب نہ پھاڑو۔ خاموش مت بیٹھو۔
  - کرسی پر بیٹھو۔ طلبہ کے سامنے باری باری جملے ادا کریں۔
  - طلبہ سے کہیں کہ جملہ سن کر بتائیں کہ یہ فعل امر یا فعل نہیں ہے۔
  - طلبہ سے وہی جملہ دوبارہ ادا کرنے کا کہیں۔

مشق: 2 منٹ



گھر جا کر دو دو کاموں کا فہرست بنائیں جس کے کرنے کا والدین ہا اساتذہ انھیں کہتے ہیں با جس کے نہ کرنے سے انھیں روکتے ہیں۔

## دی گئی ہدایات پر عمل کرنا

### طلبہ کے حاصلاتِ تعلیم



- دی گئی ہدایات سن کر ان پر عمل کر سکیں۔

### معلومات برائے اساتذہ

- طلبہ کو ہدایات دینا اور ان پر عمل کرنا ان میں احساس ذمہ داری پیدا کرتی ہے۔
- ہدایات سادہ، عام فہم اور آسان جملوں پر مشتمل ہونی چاہیے تاکہ طلبہ انھیں آسانی سے سمجھ سکیں۔
- طلبہ کو ہدایات سمجھنے اور اس پر عمل کروانے کے موقع بار بار دینے چاہیے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



جملوں کے کارڈز، جگ، گلاس، پنسل، شارپنر، ربر، تختہ تحریر، مار کر/چاک، ڈسٹر/جهاڑن وغیرہ

### تعارف: 5 منٹ



1. طلبہ کو اپنی طرف متوجہ کریں۔
2. طلبہ کو باری باری دی گئی ہدایات دیں تاکہ طلبہ سمجھ کر عمل کر سکیں۔
3. ہدایات دے کر طلبہ سے عملی مظاہرہ یا کام کروائیں۔
  - اپنی جگہ کھڑے ہو جاؤ۔
  - دائیں طرف جھک جاؤ۔
  - سیدھے کھڑے ہو جاؤ۔
  - سیدھے کھڑے ہو جاؤ۔
  - بیٹھ جاؤ۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

4. درج فیل جملے کارڈز / کاغذ پر لکھیں اور انہیں میز پر کھیڑ دیں۔
  - آنکھیں کھولیں۔
  - دونوں ہاتھ اوپر اٹھائیں۔
  - آنکھیں بند کریں۔

□ ایک دوسرے کو سلام کریں۔

5. ایک طالب علم / طالبہ کو سامنے بلا کیں اور ایک کارڈ اٹھانے کا کہیں۔

6. کارڈ کو بلند آواز میں پڑھیں۔ اور طالب علم / طالبہ سمجھ کر اس پر عمل کریں۔

7. ہر کارڈ کے لیے یہی عمل دہرائیں۔

### سرگرمی نمبر: ۲

1. تمام طلاب کوئی ایک ہدایت سوچیں جو وہ اپنے ساتھیوں کو دیں۔

■ مثالیں:

□ کتاب کھولو۔

□ کتاب بند کرو۔

□ تالی بجاوہ وغیرہ۔

2. باری باری ہر طالب علم / طالبہ سامنے آئے۔

3. اپنی ہدایت بلند آواز میں بولیں۔

4. باقی طلبہ اس ہدایت کو سمجھ کر اس پر عمل کریں۔

### نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ دی گئی ہدایت ٹن کر ان کے مطابق عمل کر سکتے ہیں۔

### جانزہ / جاچنچ: 5 منٹ



1. استاد / استاذی چند اشیا میز پر رکھیں۔

2. طالب علم / طالبہ کو باری باری بلا کر کم از کم دو ہدایت دیں۔

□ جگ سے پانی گلاس میں ڈالو۔

□ پنسل تراشو۔

□ رہڑ سے پہلی سطر مٹاؤ۔ وغیرہ

### مشق: 2 منٹ



طلبه گھر سے درسی کتاب میں صفحہ نمبر ۹۱ پر دی گئی سرگرمی نمبر ۸ کے بارے میں سوچ کر آئیں گے اور اگلے دن اپنے ساتھیوں کو بتائیں گے۔

## کثیر الاستعمال الفاظ درست طریقے سے پڑھنا

### طلبہ کے حاصلاتِ تعلم



- ایک منٹ میں کم از کم تیس کثیر الاستعمال الفاظ درست طریقے سے پڑھ سکیں۔

### معلومات برائے اساتذہ

- طلبہ کے لیے اردو متن میں دیے گئے کثیر الاستعمال الفاظ کا روانی سے پڑھنا موثر تدریس کے لیے بہت ضروری ہے۔ ان کی مدد سے وہ با آسانی جملے پڑھ اور لکھ سکیں گے۔
- طلبہ جتنے الفاظ روانی سے بول سکیں گے اتنا ہی ان کے فہم میں اضافہ ہو گا۔ جب کہ جو طلبہ زک رک یا اٹک کر پڑھتے ہیں ان کے لیے فہم کا سلسلہ زک جاتا ہے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



تحقیقہ، تحریر، کثیر الاستعمال الفاظ کا چارٹ، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



- طلبہ کو بتائیں کہ آج ہم بہت ہی دلچسپ کام کریں گے۔
- ایک منٹ میں تیس الفاظ پڑھنا سیکھیں گے۔
- اس کے بعد دو گروپوں میں مقابلہ ہو گا۔ دونوں گروپ جتنے کی بھرپور کوشش کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

- استاد/ اتنا فی طلبہ کو دو گروپوں میں تقسیم کریں۔
- اپنا بنایا ہوا چارٹ تحقیقہ، تحریر پر لگائیں۔

ریت	ہم	ایک	تم	جب	میں
آم	سوکھی	تیرے	بادل	وہ	آنے
جگایا	سُلایا	اگی	جیب	دادی	شام
بنایا	سارے	تارے	پاس	بارش	ماچس
ہے	کام	اسکول	میرے	ہوا	پھول

3. ایک گروپ کے طلبہ سے کہیں کہ پہلے پندرہ الفاظ چارٹ میں سے پڑھیں۔
4. دوسرے گروپ کو آخری پندرہ الفاظ پڑھنے کا کہیں۔
5. اب پہلے گروپ کے طلبہ سے کہیں کہ سب الفاظ کو روانی سے پڑھیں۔
6. اسی طرح دوسرے گروپ کے طلبہ سب الفاظ کو روانی سے پڑھیں۔
7. غلط پڑھنے کی صورت میں طلبہ کونہ ٹوکیں۔
8. بعد میں طلبہ کی مدد سے درستی کریں۔

### سرگرمی نمبر: ۲:

1. استاد/استانی گروپ ”الف“ اور گروپ ”ب“ کا مقابلہ کروائیں۔
2. گروپ ’الف‘ کے کسی طالب علم/طالبہ کو یہ الفاظ ایک منٹ میں روانی سے پڑھنے کو کہیں اور وقت نوٹ کریں۔
3. اب گروپ ’ب‘ کے طالب علم/طالبہ کو یہی الفاظ روانی سے پڑھنے کا کہیں اور وقت نوٹ کریں۔
4. جس گروپ نے ایک منٹ میں تیس الفاظ درست پڑھے وہ پہلے نمبر پر آئے گا۔
5. پہلے نمبر پر آنے والے گروپ کے لیے بھرپور تالیاں بجاؤیں۔

### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ مذکورہ الفاظ کو درست لب و لہجہ سے پڑھنا سیکھ گئے ہیں۔
2. ایک منٹ میں تیس کشیرا لاستعمال الفاظ پڑھنا سیکھ چکے ہیں۔ اور اب ان الفاظ کو جملوں میں بھی استعمال کر سکیں گے۔

### جاائزہ/جاچ: 5 منٹ



1. چند طلبہ کو چارٹ پر لکھے ہوئے الفاظ روانی سے پڑھنے کا کہیں۔
2. ایک منٹ میں کم از کم تیس الفاظ پڑھنے پر شتابش دیں۔
3. باقی طلبہ سے کہیں کہ ان طلبہ کے لیے تالیاں بجاویں۔

### مشق: 2 منٹ



1. استاد/استانی طلبہ سے کہیں کہ گھر جا کر اپنی اردو کی کتاب سے الفاظ پڑھیں۔
2. ایک منٹ میں جتنے الفاظ پڑھ سکیں کمرا جماعت میں آکر باقی ساتھیوں کو بتائیں۔

### نوٹ

## سادہ الفاظ سن کر لکھنا

### علم



- سادہ الفاظ سن کر لکھ سکیں۔

### معلومات برائے اساتذہ

- ابتدائی جماعتوں سے ہی طلبہ کے ذمہ الفاظ میں نہ صرف اضافہ کیا جائے بلکہ ان میں نئے الفاظ سن کر لکھنے کی مہارت بھی پیدا کی جائے۔
- طلبہ مختلف الفاظ کو تواتر کر ان میں موجود حروف کی آوازوں کو پہچان سکیں اور الفاظ کو درست تلفظ کے ساتھ ادا کر کے لکھ سکیں۔
- اساتذہ الفاظ کو واضح اور مکمل ادا کریں اور طلبہ کو لکھنے کا مناسب وقت دیں تاکہ وہ الفاظ سن کر لکھ سکیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ۔

### تعارف: 5 منٹ



- تختہ تحریر پر چند حروف تجھی لکھیں: جیسے: ح، ث، تھ، ڈھ وغیرہ۔
- طلبہ سے ان حروف تجھی کے نام اور آوازیں پوچھیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. تختہ تحریر پر درج ذیل تصاویر اور الفاظ توڑ کر لکھیں۔

$\text{م} + \text{ا} = \underline{\hspace{2cm}}$	
$\text{پ} + \text{ھ} + \text{و} + \text{ل} = \underline{\hspace{2cm}}$	

م + ل =	
ت + ل =	
ک + ت + ب =	

2. باری باری طلبہ کو بلا کر ہر تصویر کے سامنے جو حروف و ارکان توڑ کر لکھنے گئے ہیں ان حروف و ارکان کو با آواز بلند پڑھوائیں۔ الفاظ بننا کرنے سرف تحریر کریں بل کہ درست تلفظ سے ادا بھی کریں۔

3. اگر طلبہ ارکان کو جوڑ کر الفاظ نہ بنا سکیں تو تصویر کی مدد سے لفظ انڈ کروانے کی کوشش کریں۔

4. طلبہ کی رہنمائی اور حوصلہ افزائی کریں۔

#### سرگرمی نمبر ۲:

1. طلبہ سے کہیں کہ املا کھٹھنے کے لیے اپنی کاپی اور پنسل نکال لیں۔

2. درج ذیل الفاظ کی املا طلبہ سے لکھوائیں۔ آم، کتاب، انگور، پھول، مالی۔

3. املا مکمل ہونے کے بعد یہ الفاظ تختہ تحریر پر لکھیں۔

4. طلبہ سے کہیں کہ وہ اپنے لکھنے ہوئے الفاظ دیکھیں اور بتائیں کہ انہوں نے کتنے الفاظ درست لکھے ہیں؟

5. طلبہ سے کہیں کہ وہ تختہ تحریر پر لکھنے ہوئے الفاظ کی مدد سے اپنے الفاظ درست کر کے دوبارہ لکھیں۔

6. اس سرگرمی کے لیے ۱۰ منٹ کا وقت درکار ہے۔

نتیجہ / خلاصہ: 3 منٹ



درج فیل بالا سرگرمیوں کی مدد سے طلبہ سادہ الفاظ سن کر سمجھ اور لکھ سکتے ہیں۔

جاائزہ / جاچ: 5 منٹ



1. طلبہ کو جوڑوں میں تقسیم کریں۔

2. سکھائے گئے کوئی سے چار الفاظ بے طور املا لکھوائیں۔ املا لکھوانے کے بعد یہ الفاظ تختہ تحریر پر لکھیں۔

3. استاد / استانی کی رہنمائی میں جوڑے ایک دوسرے کی املا کا جائزہ لیں۔

4. جائزے کے دوران غلط الفاظ کی نشان دہی کریں۔

5. آخر میں طلبہ سے کہیں کہ غلط الفاظ کو درست کر کے لکھیں۔

مشق: 2 منٹ



گھر میں الفاظ پھول اور تسلی لکھنے کی مشق کریں اور ان کے تصویریں بھی بنائیں۔

# چھپائی کے پیچیدہ تصورات کی نشاندہی کرنا

## علمی حاصلات کے طلبہ



- چھپائی کے پیچیدہ تصورات (حروف، لفظ، جملہ صفحے کا آغاز، اختتام وغیرہ) کی درست نشان دہی کر سکیں۔

## معلومات برائے اساتذہ

- جماعت اول کے طلبہ کے لیے چھپے ہوئے تصورات جن میں (حروف اور لفظ کی پہچان، جملے کی پہچان، ختم اور سوالیہ علامت کی پہچان، صفحے کا آغاز، اختتام اور صفحہ نمبر) جیسے تصورات شامل ہیں۔
- روزانہ کی بنیاد پر ان تصورات کی بار بار مشق کروائی جائے۔ جیسے: طلبہ کو پڑھایا جانے والا عنوان بتائیں۔ ان سے کہیں کہ کتاب کی فہرست میں سے صفحہ نمبر تلاش کر کے کھولیں۔
- عنوان تلاش کرنے کے بعد طلبہ سے پوچھیں۔
- ☒ اب ہم کہاں سے پڑھنا شروع کریں گے؟
- طلبہ کو بتائیں کہ اب ہم دائیں طرف سے پڑھنا شروع کریں گے۔ اور اس لفظ کے نیچے اپنی انگلی رکھیں۔ اسی طرح سبق کے اختتام پر انھیں بتائیں کہ یہ سبق کا آخری لفظ ہے۔
- ☒ صفحہ نمبر کی نشان دہی کے لیے طلبہ کی توجہ لکھے ہوئے صفحہ نمبر پر مبذول کروائیں۔
- ☒ پڑھنے کے دوران ختم اور سوالیہ نشان کی طرف بھی توجہ دلوائیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائیں



درسی کتاب کی فہرست، کاغذ، پنسل، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



- طلبہ کے سامنے تختہ تحریر پر تین کارڈ لگائیں۔

جیسے:	ن	نشان	یہ میرا قلم ہے۔
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- طلبہ سے کارڈ کی مدد سے 'حروف' لفظ اور جملے کی نشان دہی کروائیں۔
- درست جواب دینے پر طلبہ کی حوصلہ افراٹی کریں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے دو گروپ بنائیں۔

2. استاد اتناں / ہر گروپ میں نچے دیے گئے اشارات پر عمل کروائیں۔
3. کسی ایک طالب علم / طالبہ کو کہانی کی کتاب یا درسی کتاب ہاتھ میں دے کر پوچھیں کہ آپ اسے کیسے پکڑیں گے؟
4. طلبہ سے جدول میں دیے گئے سوالات پوچھیں۔
5. ہر گروپ میں موجود تمام طلبہ سے ایک ایک سوال ضرور پوچھیں۔
6. گروپ 'الف'، میں کام مکمل کرنے کے بعد گروپ 'ب' کے طلبہ سے یہی سوالات پوچھیں۔
7. دی گئی سرگرمی کو ۱۰ منٹ میں مکمل کریں۔

#### سرگرمی نمبر: ۲

1. طلبہ کے دونوں گروپوں کو درسی کتاب دیں۔
2. تختہ تحریر پر دی گئی ہدایات لکھیں۔
3. گروپ کے تمام ممبر ان مل کر ہدایات پر عمل کرتے ہوئے کام مکمل کریں۔
4. اس سرگرمی کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔
5. دونوں گروپوں کے طلبہ سے دو دو سوالات کے جوابات پوچھیں۔

#### نتیجہ / خلاصہ: 3 منٹ



- طلبہ چھپائی کے پیچیدہ تصورات کی نشان دہی کرنے کے قابل ہو گئے ہیں جیسے: حرف، لفظ، جملہ، صفحے کا آغاز، اختتام اور صفحہ نمبر وغیرہ۔
- اساتذہ روزانہ کی بنیاد پر طلبہ سے یہ سرگرمیاں کرواتے رہیں۔ جیسے: صفحہ نمبر پوچھنا، سبق کا عنوان پوچھنا وغیرہ۔

#### جانزہ / جائز: 5 منٹ



1. تمام طلبہ سے صفحہ نمبر ۸۶ کھولنے کا کہیں۔
2. طلبہ کو صفحہ دکھا کر ان کی ڈھونڈنے میں رہ نمائی کریں۔
3. طلبہ سے پوچھیں کہ:
  - میز کے دائیں جانب کیا چیز رکھی ہوئی ہے؟
  - میز کے بائیں جانب کیا چیز رکھی ہوئی ہے؟
  - میز کے نیچے کیا چیز رکھی ہوئی ہے؟
  - میز کے اوپر کیا چیزیں رکھی ہوئی ہیں؟
4. طلبہ کے جوابات کے دوران تصویر پر انگلی کی مدد سے نشان دہی ضرور کروائیں۔

#### مشق: 2 منٹ



طلبہ سے کہیں کہ سبق نمبر ۸ کا عنوان اور صفحہ نمبر لکھ کر لائیں۔

میں

5



## سوال سمجھ کر جواب دینا

### طلبہ کے حاصلاتِ تعلم



- اردو میں کیا گیا سوال سمجھ کر اس کا جواب دے سکیں۔

### معلومات برائے اساتذہ

- طلبہ کو اس قبل بنا ہے کہ وہ سوال سن کر جواب دے سکیں۔ سوالات پوچھنے کے لیے سادہ اور آسان زبان استعمال کریں۔
- طلبہ سے اپنی ذات اور روز مرہ معمولات سے متعلق سوالات پوچھیں۔
- جوابات اخذ کروانے میں طلبہ کی حوصلہ افزائی کریں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، سادہ جملوں کے کارڈز، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ۔

### تعارف: 5 منٹ



1. چند طلبہ سے درج ذیل سوالات پوچھیں اور طلبہ ہاتھ کھڑا کر کے جواب دیں۔

- آپ کا نام کیا ہے؟
- آپ کس جماعت میں پڑھتے ہو؟
- آپ کو کون سارنگ پسند ہے؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

2. طلبہ کو جوڑوں میں تقسیم کریں۔
3. جوڑے آپس میں ایک دوسرے سے درج ذیل سوالات پوچھیں۔
4. اپنے پسندیدہ دوست کا نام بتائیں؟
5. اپنے پسندیدہ پھل کا نام بتائیں؟
6. آپ کو کون سا کھلیل پسند ہے؟
7. کسی طالب علم / طالبہ کو سامنے بلا کر ان سوالات کے جوابات بتانے کے لیے کہیں۔
8. اس سرگرمی کے لیے جوڑوں کو 10 منٹ کا وقت دیں۔

1. طلبہ اپنا کام جوڑوں میں جاری رکھیں گے۔
2. طلبہ اپنے ساتھی سے پسندیدہ کھلونے کا نام، رنگ، شکل کے بارے میں پوچھیں گے۔
3. ایک ساتھی سوال پوچھئے اور دوسرا ساتھی جواب دے۔
4. پھر دوسرا ساتھی سوال پوچھئے اور پہلا ساتھی جواب دے۔
5. تمام جوڑوں سے دی گئی سرگرمی کروائیں۔
6. آخر میں کسی ایک جوڑے سے یہ سوالات پوچھیں:
  - ▢ آپ کو کون سا کھیل پسند ہے؟
  - ▢ آپ کس جماعت میں پڑھتے ہو؟
  - ▢ آپ کو کون سا مضمون زیادہ پسند ہے؟

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ سوالات سمجھ کر جوابات دینے کے قابل ہو گئے ہیں۔

جاائزہ/جانشی: 5 منٹ



1. سوالات کارڈ پر لکھ کر میز پر اللاء کھیں۔
2. باری باری چند طلبہ کو بلائیں۔ ہر طالب علم / طالبہ کم از کم دو کارڈ اٹھائیں۔
3. کارڈ پر لکھے ہوئے سوالات اُس طالب علم / طالبہ سے پوچھیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ آپ اپنے بہن بھائیوں کے نام کاپی پر لکھ لائیں اور اگلے دن اپنے ساتھیوں کو بتائیں۔

نوٹس

# اپنی ذات، گھر اور خاندان کے بارے میں بات کرنا

## علم کے حوصلات طلبہ



- اپنی ذات، گھر اور خاندان کے بارے میں بات کر سکیں۔

## معلومات برائے اساتذہ

- اس حاصل تعلم کا مقصد طلبہ کو اس کی ذات، گھر اور خاندان کے حوالے سے آگاہی دلوانا ہے۔
- بات چیت، ماحول اور روز مرہ زندگی سے مطابقت رکھتی ہو تو طلبہ پر اعتماد ہوتے ہیں اور بات چیت میں نہ صرف دل چپی لیتے ہیں بل کہ اس میں شامل بھی ہو جاتے ہیں۔
- طلبہ کو انفرادی طور پر بات چیت میں شامل کرنے سے پہلے انھیں جوڑوں اور گروپوں میں بات چیت کے موقع دیں تاکہ ان کا اعتماد بحال ہو سکے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائیں



کارڈز (میں، میرا گھر، میرا خاندان، میرے کام)، تختہ تحریر، مارکر/چاک، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



- طلبہ سے درج ذیل معلومات اخذ کروائیں۔ جیسے: ان کا نام، علاقہ اور خاندان کے افراد وغیرہ
- نوٹ: پہلے اسٹاد / اتنا نی خود اپنا تعارف کروائے۔
  - میرا نام اکرم / پلوشہ ہے۔
  - میرا گھر صوابی میں ہے۔
  - میرے خاندان میں آگی، ابو اور بہن بھائی ہیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے تین گروپ بنائیں۔
2. گروپ نمبر 1: میں۔ گروپ نمبر 2: گھر۔ گروپ نمبر 3: میرا خاندان۔
3. ہر گروپ کے تمام ممبران دیے گئے عنوانات سے متعلقہ سوالات پر بات چیت کریں۔
4. ہر گروپ کو ان کے عنوان سے متعلقہ سوالات ایک کاپی پر لکھ کر دے دیں۔

میرا خاندان	میرا گھر	میں
آپ کے گھر میں کون کون رہتا ہے؟	آپ کا گھر کس علاقے میں ہے؟	آپ کا مکمل نام کیا ہے؟
آپ کے اُب کیا نام ہے؟	آپ کے گھر میں کتنے کمرے ہیں؟	آپ کے اُب کیا نام ہے؟
آپ کے کتنے بہن بھائی ہیں؟	آپ کے گھر میں کون کون رہتا ہے؟	آپ کو کون سا پھل پسند ہے؟
آپ کے پاس کون کون سے کھلونے ہیں؟	آپ کے گھر کا رنگ کیا ہے؟	آپ کے پاس کون کون سے کھلونے ہیں؟

5. بات چیت کے دوران اساتذہ سوالات پڑھنے اور پوچھنے کے لیے طلبہ کی رہنمائی کریں۔

6. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

#### سرگرمی نمبر: ۲

1. طلبہ کے گروپ برقرار رکھیں۔

2. اب ہر گروپ میں سے کوئی ایک طالب علم/طالبہ سامنے آکر دوسرے گروپ سے درج ذیل سوالات پوچھیں۔

□ آپ کے گھر میں عمر کے لحاظ سے سب سے بڑا کون ہے؟

□ آپ کے گھر میں کل کتنے افراد ہیں؟

□ آپ گھر میں کس سے سب سے ذیادہ پیار کرتے ہیں؟

3. تمام گروپوں میں سے کوئی ایک طالب علم/طالبہ سامنے آکر درج بالا سوالات کے جواب دیں۔

4. تمام طلبہ کی شمولیت کو یقینی بنائیں۔

5. طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ اپنی ذات، گھر اور خاندان کے بارے میں معلومات دینے کے قابل ہو گئے ہیں۔

جانزہ/جانچ: 5 منٹ



1. طلبہ کو جوڑوں میں تقسیم کریں۔

2. ہر جوڑے میں ساتھی ایک دوسرے سے پسندیدہ پھل، کھلونے اور رنگ کے بارے میں پوچھیں۔

3. چند جوڑوں سے ان کی پسند کے بارے میں پوچھیں۔

مشق: 2 منٹ



اپنے گھر کے افراد سے ان کے پسندیدہ کھانے کے بارے میں پوچھیں۔

## اپنا مختصر تعارف پیش کرنا

### طلبہ کے حاصلاتِ تعلم



- دو یا تین جملوں میں اپنا تعارف جماعت کے سامنے کر اسکیں۔ (استاد کی رہنمائی میں)

### معلومات برائے اساتذہ

- بات چیت کا آغاز عموماً تعارف سے ہوتا ہے۔ طلبہ کو درست طریقے سے اپنا تعارف پیش کرنے کے لئے خود عملی مظاہرہ کریں۔
- طلبہ کی حوصلہ افزائی کر کے ان میں خود اعتمادی پیدا کریں۔
- طلبہ کو بولنے کا موقع دیں تاکہ ان کی جھجک دور ہو۔
- طلبہ اپنا تعارف خود کروائیں تاکہ ان میں خود اعتمادی پیدا ہو۔
- تعارف کے لیے صرف اردو زبان استعمال کریں۔
- موقع و محل کے مطابق مناسب رہ نمائی کریں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائع



درسی کتاب برائے جماعت اول، سادہ جملوں کے کارڈز، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ۔

### تعارف: 5 منٹ



- تعارف میں پہلے اپنا نام بتائیں۔ جیسے
- میرا نام شکیل خان ہے۔ میرے والد صاحب کا نام نواز خان ہے۔ / میرا نام عائشہ ہے۔ میرے والد صاحب کا نام عبد اللہ ہے۔
- طلبہ سے اسی طریقے کے مطابق تعارف کروائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ ایک دوسرے کو اپنا نام، اپنے والد کا نام اور اپنے علاقے کا نام بتائیں۔
3. جوڑوں میں سے پہلے ایک ساتھی اپنا تعارف کروائے گا/گی۔ دوسرا ساتھی غور سے نہ گا/گی، اور پھر دوسرا ساتھی اپنا تعارف کروائے گا/گی۔
4. سرگرمی مکمل کرنے کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔

## سرگرمی نمبر: ۲

1. طلبہ جماعت کے سامنے آگر اپنا اپنا تعارف پیش کریں۔
2. اس سرگرمی کے لیے ۲ منٹ کا وقت دیں۔
3. تعریف و تحسین والے جملوں سے طلبہ کی حوصلہ افزائی کریں۔ جیسے شبابش، بہت خوب وغیرہ۔
4. تمام طلبہ کی شمولیت کو یقینی بنائیں۔

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی نتیجے میں طلبہ اس قابل ہو گئے ہیں کہ وہ اپنا تعارف کردا سکتے ہیں۔

جاائزہ / جائز: 5 منٹ



1. چند طلبہ سے اپنا تعارف کروانے کا کہیں۔
2. تعارف میں اپنا نام، اسکول کا نام اور جماعت کا نام بتائیں۔
3. طلبہ کی حوصلہ افزائی اور مناسب رہ نمائی کریں۔

مشق: 2 منٹ



طلبہ گھر جا کر اپنے خاندان والوں کے ساتھ اپنا تعارف کروائیں۔

نوٹس

## اپنی پسند و ناپسند کا اظہار کرنا

### علم کے حوصلات طلبہ



- اپنی پسند ناپسند کا مناسب الفاظ میں اظہار کر سکیں۔

### معلومات برائے اساتذہ

- اساتذہ طلبہ میں خود اعتمادی پیدا کرنے کے لیے ان کی حوصلہ افزائی کریں ان کی بات غور سے سنیں اور انھیں مختلف سرگرمیوں میں شمولیت کرنے کی طرف راغب کریں۔
- جماعت اول کا بچہ عموماً چھے سال کا ہوتا ہے اگرچہ اس کی پسند ناپسند زیادہ پختہ نہیں ہوتا ہے لیکن پھر بھی وہ کھانے پینے، رنگوں، کھلیوں اور مختلف مضامین میں پسند ناپسند کا اظہار کرتا ہے۔ اسی سے اس کی رجحانات سمجھنے میں رہنمائی مل سکتی ہے اور اس کے لیے درست سمت کا تعین کرنے میں بھی مدد ملتی ہے۔
- اساتذہ طلبہ کی چھوٹی چھوٹی پسند و ناپسند کا خیال رکھیں کیوں کہ یہ موثر تدریس میں معاون ثابت ہوتی ہے۔
- اظہار خیال ہر انسان کا بنیادی حق ہے لہذا طلبہ کو بولنے کا اور اپنے خیالات کے اظہار کا پورا موقعہ مانا نہیات ضروری ہے اس لیے دوران تدریس اساتذہ کی طرف سے طلبہ کی حوصلہ افزائی بہت ضروری ہے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذراع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، مختلف قومی کھلیوں کے تصویری کارڈ وغیرہ نوٹ: اگر تصویری کارڈ دستیاب نہیں ہیں تو سادہ چارٹ پر تصاویر بناسکتے ہیں۔

### تعارف: 5 منٹ



- طلبہ سے درج ذیل سوالات پوچھیں:
- آپ کوئی سے دو بچلوں کے نام بتائیں۔
- آپ کا پسندیدہ بچل کون سا ہے؟
- طلبہ کو بتائیں کہ آج ہم اپنی پسند اور ناپسند کے بارے میں ایک دوسرے کو بتائیں گے۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ سے ان کی پسند، ناپسند کے بارے میں درج ذیل عنوانات کے تحت مختلف سوالات پوچھیں۔  
نوٹ: بچل، سبزیاں، لباس، کھانا، روز مرہ زندگی کے کام سے متعلق سوالات پوچھے جاسکتے ہیں۔
2. طلبہ اپنی پسند، ناپسند کا اظہار انفرادی طور پر کریں۔

## سرگرمی نمبر ۲:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جوڑوں میں طلبہ اپنی پسند اور ناپسند (موسم، رنگ، مضامین، کھیل) کے بارے میں ایک دوسرے کو بتائیں گے۔
3. طلبہ کو اس سرگرمی کے لیے ۱۰ منٹ کا وقت دیں۔
4. آخر میں استاد/استانی چند طلبہ کے تاثرات معلوم کریں۔

نتیجہ/خلاصہ: 3 منٹ



درج بالا سرگرمیوں کے بعد طلبہ اپنی پسند اور ناپسند کے بارے میں اظہار کر سکتے ہیں۔

جاائزہ/جانچ: 5 منٹ



1. کمرا جماعت کے مختلف کونوں میں کھیلوں سے متعلق تصاویر والے کارڈ چسپاں کریں۔
2. طلبہ سے کہیں کہ جس کو جو کھیل پسند ہو وہ اوپنجی آواز میں اُس کا نام بولے اور اُس کارڈ کے پاس چلا جائے۔
3. طلبہ اپنی پسندیدہ کھیل اور اس کھیل کے کسی مشہور کھلاڑی کا نام بتائیں۔

مشق: 2 منٹ



طلبہ اپنے پسندیدہ دو بچلوں کے نام اپنی کاپیوں پر لکھ کر لائیں اور کمرا جماعت میں ساتھیوں کو بتائیں۔

نوٹس

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## ”ہے“ ”ہوں“ اور ”ہیں“ کا استعمال

### علم کے حوصلات طلبہ



- ”ہے“ ”ہوں“ اور ”ہیں“ کا فرق جان سکیں۔

### معلومات برائے اساتذہ

- جب کسی جملے میں ایک شخص یا چیز کا ذکر ہو رہا ہو تو اس کے آخر میں ”ہے“ آتا ہے۔ جیسے: علی سکول جاتا ہے۔
- ایک سے زیادہ لوگوں یا چیزوں کا ذکر ہو رہا ہو تو اس کے آخر میں ”ہیں“ آتا ہے۔ جیسے: ہم پڑھتے ہیں۔
- بڑوں کے ادب کے لیے بھی ”ہیں“ کا استعمال کیا جاتا ہے۔ جیسے: ابو جان کتاب پڑھ رہے ہیں۔
- جب کوئی بات کرے اور ”میں“ سے جملہ شروع ہو تو آخر میں ”ہوں“ آئے گا۔ جیسے: ”میں پہلی جماعت کا طالب علم ہوں“
- اسٹاد/اسٹانی طلبہ کو ہے، ہوں اور ہیں کے جملے اور ان کے استعمال کی مشق کروائیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر/چاک، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



- طلبہ کی سبق میں دلچسپی بڑھانے کے لیے درج ذیل جملے پڑھیں اور پوچھیں کہ ان جملوں میں کیا فرق ہے؟
  - یہ سیب ہے۔
  - پرندے ہوا میں اڑ رہے ہیں۔
  - سیب کا رنگ سرخ ہے۔
  - میں سیب کھاتی ہوں۔
- طلبہ کو بتائیں کہ آج ہم ”ہے“ ”ہوں“ اور ”ہیں“ کے فرق کے بارے میں پڑھیں گے۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. دیے گئے جملے تختہ تحریر پر لکھیں۔
  - میں پانی پینتا ہے / ہوں / ہیں
  - ہم کرکٹ کھیلتے ہے / ہوں / ہیں

- یہ میرا گھر ہے / ہوں / ہیں
- ابو کھانا کھاتے ہے / ہوں / ہیں
- 3. گروپوں سے کہیں کہ وہ خالی جگہوں میں ”ہے“ ”ہوں“ اور ”ہیں“ لگا کر جملے مکمل کریں۔
- 4. جملے مکمل کرنے کے بعد اپنی کاپی میں لکھیں۔
- 5. طلبہ کے کام کا جائزہ لیں اور درست کام پر طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر: ۲

6. گروپوں کو برقرار رکھتے ہوئے ان سے سرگرمی نمبر ۱ کے جدول میں دیے گئے مکمل جملے پڑھوائیں۔
7. اگر جملہ درست نہ بتائیں تو کسی دوسرے گروپ کو موقع دیں۔
8. درست جملے بتانے پر ان کی حوصلہ افزائی کریں۔



درج بالا سرگرمیوں کے بعد طلبہ ہے، ہوں اور ہیں کا جملوں میں درست استعمال کر سکتے ہیں۔



1. تختہ تحریر پر چند نا مکمل جملے لکھیں۔
  - یہ دو تا لے
  - یہ ایک پھول
  - میں کھانا کھاتا
  - یہ میرے دادا
  - یہ میری گڑیا

2. طلبہ سے ”ہے“ ”ہوں“ اور ”ہیں“ لگا کر جملے مکمل کروائیں۔
3. چند طلبہ سے جملے زبانی پوچھیں۔



مشق: 2 منٹ

تمام طلبہ سے کہیں کہ درسی کتاب کے صفحہ نمبر ۱۰۱ پر دی گئی قواعد سیکھیں کی سرگرمی اپنی کاپی میں مکمل کر کے لائیں اور اگلے دن اپنے ساتھیوں کو بتائیں۔

# فعل کی پہچان

## طلبہ کے حاصلاتِ تعلم



- جملے میں فعل کی پہچان کر سکیں۔

## معلومات برائے اساتذہ

- فعل کو عمل والے الفاظ بھی کہا جاتا ہے۔ فعل سے کسی کام کا ہونا یا کرنا ظاہر ہوتا ہے۔
- فعل سے زمانے کی نشان دہی ہوتی ہے۔
- مختصرًا فعل وہ کلمہ ہے جس میں کام کا ہونا یا کرنا زمانے کے ساتھ پایا جائے۔

## دورانیہ: 35 منٹ / ایک پیرویہ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تصاویر، تختہ تحریر، مارکر/ چاک، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



- اُستاد / اُستاذی کرا جماعت میں مختلف کام کریں جیسے کتاب اٹھا کر بلند آواز سے پڑھنا شروع کریں اور طلبہ سے پوچھیں کہ میں کیا کام کر رہا ہوں یا کر رہی ہوں۔ طلبہ کہیں گے کہ آپ پڑھ رہے ہیں۔
- کرا جماعت میں چلنا شروع کریں اور طلبہ سے پوچھیں کہ میں کیا کام کر رہا ہوں یا کر رہی ہوں۔ طلبہ کہیں گے کہ آپ چل رہے ہیں۔
- طلبہ سے کہیں کہ ”پڑھنا“ ”چلنا“ فعل ہے۔ اس طرح جو بھی کام ہم کرتے ہیں وہ افعال ہیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ کے چار گروپ بنائیں۔
2. ہر گروپ کو ایک تصویر دیں۔



3. تصویر دیکھ کر بتائیں کہ کیا کام ہو رہا ہے۔
4. درست جواب پر طلبہ سے تالیاں بجوائیں۔

1. طلبہ اپنا کام گروپوں میں جاری رکھیں گے۔
2. ہر گروپ ایک تصویری کارڈ اٹھائے گا۔ تصویر میں جس فعل کی تصویر ہوگی۔ اس گروپ کا طالب علم/طالبہ وہی کام خود کرے گا۔ جیسے: لکھنے والی بھی کی تصویر دیکھ کر دکھائے گا/گی۔
3. ہمی طریقہ کار دوسرے، تیسرا گروپ کے لیے بھی ہو گا۔
4. تمام گروپوں کی شرکت یقینی بنائیں۔
5. گروپوں کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ جملے میں فعل کی پہچان کر سکیں گے۔

جاائزہ/جانشی: 5 منٹ



1. پوری جماعت کو اس کھیل میں شامل کریں۔
2. پرچیزوں پر فعل جیسے: صاف کرنا، سونا، جاگنا، رونا، غیرہ لکھیں۔
3. طالب علم/طالبہ سے کہیں کہ قرعہ نکالیں۔
4. قرعہ میں نکلے گا ”تنخیہ“ تحریر صاف کرنا۔
5. قرعہ میں لکھے ہوئے لفظ پر طلبہ خاموش سے عملی مظاہرہ کریں۔
6. عملی مظاہرہ کرنے کے بعد طالب علم/طالبہ کے متعلق طلبہ سے پوچھیں۔
7. طلبہ کے مختلف جوابات ہوں گے۔
8. درست جواب دینے والے طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



گھر سے درسی کتاب میں سے کوئی سے تین جملوں میں فعل کی نشان دہی کر کے لائیں اور اگلے دن اپنے ساتھیوں کو بتائیں۔

نوٹس

## روز مرہ اردو بول چال

### طلبہ کے حاصلاتِ تعلم



- روز مرہ امور کے بارے میں بات کر سکیں۔
- روز مرہ زندگی کے واقعات پر اپنا رد عمل ظاہر کر سکیں۔

### معلومات برائے اساتذہ

- طلبہ کی مادری زبان کوئی بھی ہو سکتی ہے۔
- طلبہ کو اردو زبان میں بات چیت کرنے کا موقع فراہم کریں تاکہ وہ روز مرہ امور کے بارے میں بات چیت اور اظہار خیال کر سکیں۔
- بول چال میں غلطیوں پر طلبہ کی موقع بر محل تصحیح کریں۔
- طلبہ کو اپنے معمولات زندگی لباس، خوراک، سواری، کھانا، کھلیل کود وغیرہ کے بارے میں بات کرنا اچھا لگتا ہے لہذا طلبہ کے ساتھ دیے گئے عنوانات پر بات چیت کریں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / مارکر، سادہ کاغذ، رنگیں پنسلیں، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



1. طلبہ سے درج فیل سوالات پوچھیں۔
- آج کل کون سا موسم ہے؟
- آپ کون سا موسم اچھا لگتا ہے؟
- گھر میں آپ کو سب سے زیادہ کون اچھا لگتا ہے؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. پہلے گروپ سے روز مرہ زندگی کے امور کے بارے میں سوالات پوچھیں۔ جیسے:
  - آپ کو کون سا پھل پسند ہے؟
  - آپ کے پسندیدہ پھل کا رنگ کیا ہے؟
  - آپ کو کون سی سواری اچھی لگتی ہے؟

3. جواب ملنے پر طلبہ کی حوصلہ افزائی کریں۔
4. دوسرے گروپ سے روز مرہ زندگی کے واقعات کے بارے میں سوالات پوچھیں۔ جیسے:
  - آپ کبھی کسی پارک میں گئے ہیں؟
  - پارک میں آپ نے کیا دیکھا؟
  - پارک میں کون سی چیز آپ کو اچھی لگی؟
5. درست جواب ملنے پر طلبہ کے لیے تالیاں بجاؤیں۔

سرگرمی نمبر: ۲

1. دونوں گروپوں کو برقرار رکھیں۔ پہلے گروپ کے طلبہ سے یہ سوال پوچھیں۔
  - آج آپ کس کے ساتھ سکول آئے؟
  - دوسرے گروپ کے طلبہ سے پوچھیں۔
2. کل آپ نے سکول سے گھر واپس جا کر سب سے پہلا کون سا کام کیا؟
  - طلبہ کے جوابات کو سراہیں۔
- 3.

نتیجہ / خلاصہ: 3 منٹ



طلبہ روز مرہ زندگی کے واقعات اور روز مرہ امور کے بارے میں سادہ الفاظ اور جملوں میں بات چیت کر سکتے ہیں۔

جانزہ / جانچ: 5 منٹ



1. تختہ تحریر پر کسی پرندے کی تصویر بنائیں۔
2. طلبہ باری باری تصویر کے بارے میں ایک جملہ لکھیں۔

مشق: 2 منٹ



اسکول سے گھر جاتے ہوئے راستے میں چیزوں کا مشاہدہ کر کے کوئی سی تین چیزوں کے نام لکھ کر لائیں۔

نوٹس

## متن پڑھ کر سوالات کے جوابات دینا

### علم کے حوصلات طلبہ



- متن (مانوس اور نامانوس) پڑھ کر سوالات کے درست جوابات دے سکیں۔

### معلومات برائے اساتذہ

- کسی کتاب، مضمون وغیرہ کی اصل عبارت کو متن کہتے ہیں۔ متن مختصر عبارت ہوتی ہیں۔
- مانوس متن طلبہ نے پڑھا ہوتا ہے اور نامانوس متن طلبہ کے لیے نیا ہوتا ہے لیکن پہلے پڑھے گئے الفاظ کی مدد سے طلبہ نامانوس متن کو پڑھ سکتے ہیں۔ اس کے لیے ضروری ہے کہ نئے الفاظ کی درست ادائی کر کے دکھائیں۔
- طلبہ پوری توجہ سے متن کو سنتے اور پڑھنے کے موقع ضرور دیں۔ طلبہ کو نامانوس متن کے لیے جوڑوں میں پڑھنے کا موقع دیں۔ اور ساتھی کے ساتھ مل کر پڑھنے (Buddy Reading) کی حکمت عملی پر عمل کریں۔

### دورانیہ: 35 منٹ / ایک پیپریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، گتے کاڑ، رنگیں مار کر وغیرہ

### تعارف: 5 منٹ



دو تین طلبہ سے درج ذیل سوالات پوچھیں:

1. آپ اپنی پسندیدہ کتاب کا نام بتائیں؟
2. طلبہ سے کتاب کی پسندیدگی کی وجہ بھی پوچھیں۔
3. عزیز طلبہ! آج ہم ایک عبارت پڑھیں گے اور اس عبارت سے متعلق سوالات کے جوابات بھی دیں گے۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

4. جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

میں ایک بیل ہوں۔ میرا رنگ کالا ہے۔ میری آنکھیں نیلی ہیں۔

مجھے دودھ بہت پسند ہے۔ نچے مجھ سے بہت پیار کرتے ہیں۔

□ نئے الفاظ: رنگ، آنکھیں، نیلی، دودھ، پیار۔

5. عبارت میں دیے گئے نئے الفاظ طلبہ کے ساتھ مل کر پڑھیں اور ان کی وضاحت بھی کریں۔

6. طلبہ کے جوڑے بنائیں۔

7. طلبہ سے کہیں کہ پہلے ایک ساتھی عبارت پڑھے اور دوسرا سنے۔
8. اس کے بعد دوسرا ساتھی پڑھے اور پہلا خاموشی سے بنے۔
9. اب ہر طالب علم / طالبہ سے انفرادی طور پر عبارت پڑھنے کا کہیں۔

سرگرمی نمبر: ۲

1. جدول میں دیے گئے سوالات تختہ تحریر پر لکھیں۔
- یہ عبارت کس جانور کے بارے میں ہے؟
- بلی کی آنکھیں کیسی ہیں؟
- بلی کو کیا پسند ہے؟
2. طلبہ سے کہیں کہ سوالات پر غور کر کے ان کے جوابات دیں۔
3. طلبہ جوڑوں کی صورت میں سوالوں کے جواب دیں۔
4. جواب اخذ کرنے میں طلبہ کی رہنمائی کریں۔

 نتیجہ / خلاصہ: 3 منٹ

درج بالا سرگرمیوں کے بعد طلبہ کسی بھی متن کو پڑھ کر سمجھ سکیں گے اور ان سے متعلق پوچھے جانے والے سوالات کے جوابات دے سکیں گے۔

 جائزہ / جاچ: 5 منٹ

طلبہ سے ان کے درجے کے مطابق کوئی بھی سادہ عبارت پڑھوائیں اور اُسی عبارت کے متعلق سوالات پوچھیں۔

 مشق: 2 منٹ

1. طلبہ گھر میں کسی اخبار، کتاب یا رسائل سے اپنی پسندیدہ کہانی، نظم یا متن منتخب کریں اور اگلے دن کمرا جماعت میں درج ذیل سوالات کے جوابات دیں۔
- آپ نے گھر میں کون سی کہانی / عبارت پڑھی؟
- آپ نے اس کہانی / عبارت سے کیا سیکھا؟

# ایک سے دس تک گنتی اردو ہندسوں اور لفظوں میں لکھنا

## طلبہ کے حاصلاتِ تعلم



- ایک سے دس تک گنتی اردو ہندسوں اور لفظوں میں لکھ سکیں۔

## معلومات برائے اساتذہ

- ہند سے سیکھنا ایک بنیادی مہارت ہے۔
- ایک سے دس تک گنتی ہندسوں اور لفظوں میں لکھ کر سیکھنا طلبہ کے لیے ضروری ہے کیون کہ یہی ہند سے مزید اعداد بنانے میں کلیدی کردار ادا کرتے ہیں۔
- طلبہ روزمرہ زندگی کے مختلف امور میں ہندسوں کا استعمال کرتے ہیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



1. طلبہ سے روز مرہ استعمال کی چیزوں کے بارے میں سوالات پوچھیں۔
  - آپ نے پنسل کتنے میں خریدی ہے؟
  - آپ کے کتنے بہن بھائی ہیں؟
2. طلبہ کو بتائیں کہ آج ہم ایک سے دس تک گنتی اردو ہندسوں اور لفظوں میں لکھنا سیکھیں گے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. جدول میں دی گئی ایک سے دس تک گنتی ہندسوں اور لفظوں میں تختہ تحریر پر لکھیں۔

لفظوں میں	ہندسوں میں	لفظوں میں	ہندسوں میں
چھے	۶	ایک	۱
سات	۷	دو	۲
آٹھ	۸	تین	۳
نو	۹	چار	۴
دس	۱۰	پانچ	۵

2. طلبہ سے کہیں کہ تختہ تحریر پر لکھی گئی گنتی پڑھیں۔
3. طلبہ سے کہیں کہ گنتی کو اپنی کاپیوں پر لکھیں۔
4. سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔
5. اساتذہ مناسب رہ نمائی کریں۔

سرگرمی نمبر: ۲

1. جدول میں دیے گئے نمونے کے مطابق تختہ تحریر پر ایک ناممکن کامل کام تحریر کریں۔

لفظوں میں	ہندسوں میں	لفظوں میں	ہندسوں میں
چھ			۱
	۷	دو	
آٹھ			۳
	۹	چار	
وس			۵

2. طلبہ اُس کو اپنے کاپیوں پر تحریر کریں۔
3. خالی خانوں میں گنتی ہندسوں اور لفظوں میں لکھ کر کامل کریں۔
4. اساتذہ مناسب رہ نمائی کریں اور درست لکھنے پر شاباش بھی دیں۔

نتیجہ / خلاصہ: 3 منٹ



ان سرگرمیوں کے بعد طلبہ ایک سے دس تک گنتی ہندسوں اور لفظوں میں لکھ سکتے ہیں۔

جانزہ / جاچ: 5 منٹ



1. چند طلبہ سے درج ذیل سوالات پوچھیں:
- ▢ آپ کے گھر میں کتنے کمرے ہیں؟
- ▢ اپنے دونوں ہاتھوں کی انگلیوں کی تعداد بتائیں۔
- ▢ آپ کے بستے میں کتنی کتابیں ہیں؟

مشق: 2 منٹ



طلبہ سے کہیں گھر سے درسی کتاب میں صفحہ نمبر ۷۱ پر دی گئی سرگرمی لفظوں کا کھیل کمل کر کے لائیں۔

## واحد اور جمع میں فرق کرنا

### طلبہ کے حاصلاتِ تعلم



- واحد اور جمع میں فرق کر سکیں۔

### معلومات برائے اساتذہ

- عموماً واحد سے جمع بناتے وقت مذکر اسموں کے آخر میں ”الف“ ہو تو اسے ہٹا کر ”ے“ لگا دیا جاتا ہے۔ جیسے: گھوڑا سے گھوڑے، جوتا سے جوتے وغیرہ۔
- مؤنث اسموں کے آخر میں اگر ”ی“ ہو تو جمع بنانے کے لیے آخر میں ”اں“ کا اضافہ کیا جاتا ہے۔ جیسے: لڑکی سے لڑکیاں وغیرہ۔
- کچھ اسموں میں ”یں“ کا اضافہ کر کے انہیں جمع میں بدل دیتے ہیں۔ جیسے: میز سے میزیں وغیرہ۔
- مؤنث اسم کے آخر میں اگر ”الف“ ہو تو آخر میں ”ئیں“ کا اضافہ کر کے اس کا جمع بنایا جاتا ہے۔ جیسے: دعا سے دعائیں وغیرہ۔
- اساتذہ سادہ الفاظ سے واحد اور جمع کا تصور دیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



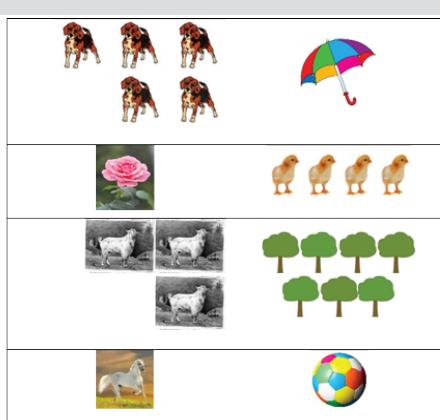
- طلبہ کی سبق میں دل چسپی بڑھانے کے لیے تصویری چارت سے مددی جائے۔ واحد اور جمع تصویر کی صورت میں ہوں اُن کے ذریعے واحد، جمع کا تصور واضح کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. تصاویر دیکھ کرو واحد اور جمع الگ الگ کریں۔
2. درست واحد اور جمع الگ کرنے پر طلبہ کی حوصلہ افزائی کریں۔



1. تختہ تحریر پر بے ترتیب واحد جمع کی چارت لگائیں۔

جمع	واحد
بچیاں	رات
باتیں	گھوڑا
راتیں	بچی
گھوڑے	کتاب
کتابیں	بات

2. کوئی ایک طالب علم / طالبہ واحد کو اس کے جمع سے ملائے۔

3. باری باری باقی طلبہ سے یہ سرگرمی مکمل کروائیں

### نتیجہ / خلاصہ: 3 منٹ



1. تختہ تحریر پر واحد جمع کی بے ترتیب چارت لگائیں۔
2. باری باری طلبہ کو واحد اور جمع کو الگ الگ کرنے کا کہیں۔

### جاائزہ / جائز: 5 منٹ



1. تختہ تحریر پر واحد جمع کی بے ترتیب چارت لگائیں۔

کیلا	مزے	بکرا
چوزے	بچہ	اٹکے

2. باری باری طلبہ کو واحد اور جمع کو الگ الگ کرنے کا کہیں۔

### مشق: 2 منٹ



طلبہ سے کہیں کہ دو واحد اور جمع لکھیں اور ان کی تصاویر بھی بنائیں اور جماعت میں دکھائیں۔

# کمرا جماعت کے کاموں میں نظم و ضبط کا مظاہرہ کرنا

## علم کے حوصلات طلبہ



- کمرا جماعت کے کاموں میں نظم و ضبط کا مظاہرہ کر سکیں۔

## معلومات برائے اساتذہ

- اُستاد/ اُستاذی طلبہ کے لیے رول ماؤل ہوتا ہے۔
- اُستاد/ اُستاذی خود نظم و ضبط کا پابند ہو گا تو اس کا اثر طلبہ پر بھی ہو گا۔
- کائنات میں دن رات کا آنا، سورج کا مقررہ وقت پر طلوع ہونا، چاند کا بڑھنا اور گھٹنا بھی اسی نظم و ضبط کے پابند ہیں اگر نظم و ضبط نہ ہو تو پورا نظام گڑ بڑ کا شکار ہو گا۔ اس طرح اسکول کے امور کو بہ طریق احسن چلانے کے لیے بھی نظم و ضبط کا ہونا ضروری ہے۔ اساتذہ اور طلبہ کا وقت پر اسکول آنا، وقت پر گھنٹی بجنا، وقت پر پیریڈ کا تبدیل ہونا لازمی امور ہیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

## تعارف: 5 منٹ



طلبہ سے درج فیل سوالات پوچھیں۔

1. سورج کب نکلتا ہے؟

2. طلبہ کو بتائیں کہ اگر سورج ایک دن نہ وقت پر نہ نکلے تو تمام نظام درہم ہو جائے گا۔ ہر چیز اور کام کو اگر نظم و ضبط کے ساتھ کیا جائے تو وہ بہتر طریقے سے تینیں کو پہنچتا ہے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔ دونوں گروپوں کا ایک ایک لیڈر بنائیں۔
2. کمرا جماعت میں قطار بنایا کر اسکول کے میدان میں جانے کا کہیں۔
3. گروپ لیڈر طلبہ کو اُن کے قد کے مطابق قطاروں میں کھڑا کریں۔
4. چھوٹے قد کے طلبہ پہلے، درمیانے قد کے درمیان میں اور بڑے قد کے قطار کے آخر میں کھڑے ہوں گے۔
5. دوسرا گروپ اسی سرگرمی کو اسی طرح پیش کرے۔
6. سرگرمی کے اختتام پر طلبہ کو قطار میں واپس لائیں۔

7. طلبہ کو اپنی مختص جگہوں پر بٹھائیں۔
8. طلبہ کو بتائیں کہ قطار میں کھڑا ہونا، اپنی باری کا انتظار کرنا اپنی باری پر بات کرنا، کسی سوال کا جوب دینے کے لیے ہاتھ کھڑا کرنا، قطار میں آنا اور جانا نظم و ضبط ہے۔

سرگرمی نمبر: ۲

1. طلبہ کو گروپوں میں مختلف ذمہ داریاں دیں۔
2. ایک طالب علم / طالبہ کو گروپوں میں بٹھانے کا کہیں۔
3. ایک طالب علم / طالبہ کو کتابیں، کلپیاں درست ترتیب سے رکھنے کی ذمہ داری دیں۔
4. ایک طالب علم / طالبہ کو روی کاغذ کو کوڑا دان میں پھینکنے کی ذمہ داری دیں۔
5. سرگرمی میں ہر طالب علم / طالبہ کی شمولیت کو یقینی بنائیں اور حوصلہ افزائی کریں۔

 نتیجہ / خلاصہ: 3 منٹ

سرگرمیاں انجام دینے کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ کمرا جماعت کے کاموں میں نظم و ضبط کا مظاہرہ کر سکتے ہیں۔

 جائزہ / جاچ: 5 منٹ

جماعت میں طلبہ کو مختلف سرگرمیاں تفویض کریں۔ جیسے: چند طلبہ سے ساری جماعت کے کلپیاں اکٹھی کروائیں اور چند طلبہ سے وہیں کلپیاں اُن میں واپس تفصیل کروائیں۔

 مشق: 2 منٹ

ہر طالب علم / طالبہ روزمرہ زندگی یا ماحول سے متعلق نظم و ضبط کی کوئی ایک مثال تلاش کریں اور اگلے دن جماعت میں آکر بتائے۔

نوٹس

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# اپنی استعمال کی چیزوں کو سنبھال کر رکھنا

## علم کے حوصلات طلبہ



- گھر اور اسکول میں اپنے استعمال کی چیزوں (کتابوں اور کھلونے وغیرہ) کو سنبھال کر رکھ سکیں۔

## معلومات برائے اساتذہ

- طلبہ کو تربیت دیں کہ وہ اپنی چیزوں کی حفاظت خود کریں۔ طلبہ اگر اپنی چیزیں سنبھال کر رکھیں تو ان کے گم ہونے کا اندشہ ہوتا ہے۔ کتابیں پھٹ جاتی ہیں اور کھلونے ٹوٹ جاتے ہیں۔
- تربیت کا مقصد طلبہ میں احساں ذمے داری پیدا کرنا ہے۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائع



بستہ، کتابیں، جیو میٹری بکس، قلم، پنسل، نوٹ بک، کاپی وغیرہ

## تعارف: 5 منٹ



طلبہ سے درج ذیل سوالات پوچھیں۔

1. جب آپ گھر سے سکول آتے ہیں تو بتے میں آپ کی چیزیں کون رکھتا ہے؟
2. جب آپ گھر کا کام (ہوم ورک) کرتے ہیں تو آپ کی کتابیں، کاپیاں کون سنبھال کر رکھتا ہے؟
3. کھلونوں سے کھلینے کے بعد آپ کے کھلونے کوں سنبھال کر رکھتا ہے؟
4. آخر میں طلبہ کو بتائیں کہ اپنی چیزیں خود سنبھال کر رکھنی چاہیے۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ کے دو گروپ بنائیں۔
2. ہر گروپ کا ایک لیڈر بنائیں۔
3. دونوں گروپ لیڈر طلبہ سے پنسل، پنسل تراش، ریڑ (اربزر) پیانہ (سکیل)، قلم (پین) وغیرہ اکٹھا کریں اور کمرا میں موجود میز پر بکھیر کر رکھیں۔
4. گروپ 'اے' کے طلبہ کو کہیں کہ وہ بکھری ہوئی چیزوں کو مناسب اور الگ ترتیب دیں۔ جیسے: پنسل الگ، پنسل تراش الگ اور اس طرح باقی تمام چیزیں الگ الگ ترتیب کے ساتھ رکھیں۔
5. کام کی تکمیل کے بعد دوسرا گروپ کے طلبہ کو بتائیں کہ اب وہ ان چیزوں کو متعلقہ طلبہ میں واپس تقسیم کریں۔

6. سرگرمی کے اختتام پر طلبہ کو بتائیں کہ چیزوں کو ترتیب کے ساتھ رکھنے سے ان کو تلاش کرنے میں آسانی ہوتی ہے۔

سرگرمی نمبر: ۲

1. طلبہ کے دونوں گروپ برقرار رکھیں۔
2. ایک گروپ کو گھر کی چیزیں اور کھلونے سنjal کر رکھنے کے حوالے سے دو باتیں پوچھیں۔
3. کھلینے کے بعد کھلونے کہاں رکھنے چاہئے؟
4. گھر جانے کے بعد اپنے جو تے اُتار کر کہاں رکھنے چاہیے؟
5. دوسرے گروپ سے اسکول کی چیزوں کے بارے میں دو باتیں پوچھیں۔
6. گھر کا کام مکمل کرنے پر کتابیں اور کلپیاں کہاں رکھنی چاہئے؟
7. پنسل، پنسل تراش، رہڑ، پیانہ وغیرہ کہاں رکھنے چاہئے؟
8. اس کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



سرگرمیاں سرانجام دینے کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ اسکول اور گھر میں اپنے استعمال کی چیزوں (کتابوں اور کھلونے وغیرہ) کو ترتیب اور حفاظت سے رکھ سکتے ہیں۔

جاائزہ/جائچ: 5 منٹ



1. طلبہ سے درج ذیل سوالات پوچھیں۔
  - ▢ گھر جا کر آپ اپنا یونی فارم تبدیل کر کے کہاں رکھتے ہیں؟
  - ▢ آپ جیو میٹری بکس میں کون کون سی چیزیں رکھتے ہیں؟ کوئی دو کے نام بتائیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ دو باتیں سوچ کر آئیں کہ گھر اور اسکول میں اپنی چیزوں کی خود کیسے حفاظت کریں گے۔

نوٹس

## فہرست اور عنوانات دیکھ کر سبق تلاش کرنا

### علمیات طلبہ کے حاصلات



- فہرست اور عنوانات دیکھ کر سبق تلاش کر سکیں۔

### معلومات برائے اساتذہ

- طلبہ کو بتائیں کہ کسی درسی کتاب میں عنوانات کی فہرست اس کے آغاز میں دی جاتی ہیں۔
- عنوانات کی فہرست سمجھنے کے بعد:

  - طلبہ کا عنوان تلاش کرنے میں وقت ضائع نہیں ہوتا۔
  - صفحہ نمبر ڈھونڈنے میں آسانی ہوتی ہے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ

### تعارف: 5 منٹ



1. طلبہ کو بتائیں آج ہم آپ کی درسی کتاب اردو جماعت اول کی فہرست عنوانات اور صفحہ نمبر کے بارے میں معلومات حاصل کریں گے۔
2. مطلوبہ معلومات کو عملی طور پر استعمال کرنا بھی سیکھیں گے۔
3. اب آپ اپنی درسی کتاب میں دی گئی فہرست نکالیں۔ اساتذہ نمونے کی طور پر فہرست کا صفحہ نکال کر دکھائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. یہ سرگرمی تمام طلبہ انفرادی طور پر کریں۔
2. کتاب کی فہرست والا صفحہ کھولیں۔
3. جو کتاب کے آغاز میں موجود ہیں۔
4. فہرست اور عنوانات والا صفحہ نکالنے میں طلبہ کی مدد کریں۔
5. اب ہم سرگرمی کا آغاز کرتے ہیں۔ پہلے سبق کا نام 'حمد' ہے۔ 'حمد' کتاب کے صفحہ نمبر ۷ پر موجود ہے۔
6. کتاب میں صفحہ نمبر ۷ تلاش کریں اور عنوان 'حمد' کی نشان دہی کریں۔
7. ساتویں سبق کا نام "بات چیت کے آداب" ہے۔ یہ عنوان صفحہ نمبر ۱۱۰ پر موجود ہے۔ طلبہ کو مطلوبہ صفحہ نکالنے کے لیے وقت دیں۔
8. اب آخری سبق (سبق نمبر ۱۵) تلاش کرنے کے لیے صفحہ نمبر ۱۵۸ کھولیں۔

9. مطلوبہ صفحے پر نظم ”نیک بنو اور نیکی پھیلاؤ“ ہے۔

سرگرمی نمبر: ۲

1. طلبہ کے دو گروپ بنائیں۔
2. دونوں گروپوں کے طلبہ کو اپنی کتاب پکڑنے کا کہیں۔
3. ایک گروپ میں سے ایک طالب علم / طالبہ فہرست میں سے سبق کا نام پکارے۔
4. دوسرا گروپ کے طلبہ اپنی کتابوں میں مطلوبہ صفحہ نمبر اور سبق ڈھونڈیں۔
5. اسی طرح دوسرا گروپ کا ایک طالب علم / طالبہ اپنی کتاب میں سے سبق نمبر ۱۰ بولیں۔
6. پہلے گروپ کے طلبہ فہرست سے اس کا صفحہ نمبر بولیں جیسے:
7. سبق ”آج کیا پکائیں“ کا صفحہ نمبر ۱۲ ہے؟
8. اُستاد / اُستاذی طلبہ کی سرگرمی کی گھرانی کریں۔
9. درست جواب کو سراہا جائے۔

نتیجہ / خلاصہ: 3 منٹ 

سرگرمیاں سرا نجام دینے کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ درسی کتاب کے فہرست میں مطلوبہ عنوان اور صفحہ نمبر تلاش کر سکتے ہیں۔

جانزہ / جانچ: 5 منٹ 

1. طلبہ سے زبانی سوالات پوچھیں۔
  - ▢ سبق نمبر ۲: ”نعت“ کا صفحہ نمبر بتائیں؟
  - ▢ سبق نمبر ۵: ”کرن کا گھر انہ“ کا صفحہ نمبر کیا ہے؟
  - ▢ ”نفحہ اقبال“ کا صفحہ نمبر بتائیں؟
2. اُستاد / اُستاذی روزانہ کی بنیاد پر طلبہ کو فہرست سے صفحہ نمبر دیکھ کر سبق کھولنے کا کہیں۔

مشق: 2 منٹ 

طلبہ سے کہیں کہ روزانہ آپ نے اپنے ساتھ بیٹھے ہوئے ساتھی کو بتانا ہے کہ آج کون سا سبق اور کون سے صفحہ نمبر سے پڑھنا ہے؟

# گھر، اسکول یا ماحول کے بارے میں کمرا جماعت میں اظہار خیال کرنا

## علم طلبہ کے حاصلات



- اپنے گھر، اسکول اور ماحول کے بارے میں معلومات جماعت کے سامنے درست لب و لبجھ اور اعتماد کے ساتھ پیش کر سکیں۔

## معلومات برائے اساتذہ

- مختلف سرگرمیوں کے ذریعے طلبہ میں تحریک پیدا کریں کہ وہ گھر، اسکول اور ماحول کے متعلق درست لب و لبجھ اور اعتماد سے اظہار خیال کر سکیں۔
- طلبہ عام طور پر اپنا زیادہ تر وقت گھر اور اسکول میں گزارتے ہیں۔ جس سے وہ مانوس ہوتے ہیں۔
- ماحول طلبہ کے لیے نیالفظ ہے۔ استاد/ اتنانی طلبہ کو بتائیں کہ ہمارے ارد گرد موجود تمام چیزیں ہمارا ماحول کہلاتی ہیں۔

## دورانیہ: 35 منٹ/ ایک پیریڈ



## وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر/ چاک، ڈسٹر / جہاڑن وغیرہ

## تعارف: 5 منٹ



طلبہ سے درج ذمہ سوالات پوچھیں۔

1. آپ نے اسکول آتے ہوئے راستے میں کیا دیکھا؟
2. آپ کے گھر میں کون کون رہتے ہیں؟
3. اسکول میں موجود چیزوں کے نام بتائیں۔
4. کمرا جماعت میں موجود تین چیزوں کے نام بتائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ کے جوڑے بنائیں۔
2. استاد/ اتنانی خود اپنا تعارف کریں۔ جیسے: میرا نام اکرم / سلیمانی ہے اور میرے گھر میں میرے ابو، امی اور دو بھائی رہتے ہیں۔
3. اب طلبہ جوڑوں میں ایک دوسرے کے ساتھ اسی طرح اپنا اور اپنے گھر کا تعارف کروائیں۔
4. استاد/ اتنانی طلبہ کو ایک دوسرے کے ساتھ دوستانہ ماحول میں اپنے گھر کے متعلق بتانے کا موقع دیں۔
5. کوشش کریں کہ طلبہ مادری زبان کی بجائے اردو کا استعمال کریں۔
6. پالتو جانوروں کے بارے میں ایک دوسرے کو بتائیں۔

7. گھر میں موجود چیزوں کے بارے میں بات چیت کریں۔
8. تمام طلبہ کی شرکت کو لیئنی بٹائیں اور ان کی جگہ دور کریں۔

سرگرمی نمبر: ۲

1. جوڑوں کو برقرار رکھیں۔

2. اب طلبہ اسکول میں موجود چیزوں کے بارے میں ایک دوسرے کو بتائیں۔

3. آخر میں دو تین طلبہ پورے جماعت میں اسکول میں موجود چیزوں کے بارے میں بتائیں۔

4. کام مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ / خلاصہ: 3 منٹ



1. طلبہ کو بار بار بولنے کی مشق کروانے سے طلبہ میں خود اعتمادی پیدا ہوتی ہے اور درست لب و لہجہ اور اعتماد کے ساتھ وہ گھر اسکول اور ماحول کے بارے میں معلومات پیش کرنے کے قابل ہوتے ہیں۔
2. طلبہ درست لب و لہجہ اور اعتماد کے ساتھ اپنے خیالات کا اظہار کر سکتے ہیں۔

جاائزہ / جاچ: 5 منٹ



1. چند طلبہ سے پوچھیں۔

☒ کمرا جماعت میں استعمال ہونے والی تین چیزوں کے نام بتائیں۔

☒ اپنے گھر میں استعمال ہونے والی تین چیزوں کے نام بتائیں۔

مشق: 2 منٹ



آج آپ نے اسکول میں جن چیزوں کے نام سیکھے ہیں۔ گھر جا کر ان کو والدین اور بھائیوں کو بتائیں۔

نوٹس

میں

6



# گھر اور اسکول میں استعمال ہونے والی عام اشیاء کی پہچان

## علم کے حاصلاتِ طلبہ



- گھر اور اسکول میں استعمال ہونے والی عام اشیا کے نام سن کر پہچان سکیں۔
- گھر اور اسکول میں استعمال ہونے والی چیزوں کے نام درست طریقے سے ادا کر سکیں۔

## معلومات برائے اساتذہ

- جماعت اول کے طلبہ اکثر چیزوں کے نام جانتے ہیں۔ اس لیے ان کے عام استعمال کی چیزوں کے نام اور ان کی پہچان سے اس حاصل تعلم کو حاصل کیا جا سکتا ہے۔
- خیر پختون خوا میں کئی زبانیں بولی جاتی ہے۔ پشتو اکثریت کی زبان ہے۔ اشیا کے نام پشتو اور اردو میں ایک جیسے بھی ہو سکتے ہیں۔
- جیسے: کرسی، ٹیلی ویژن، وغیرہ۔ بعض اشیا کے نام پشتو میں الگ اور اردو میں الگ ہوتے ہیں۔ اسی طرح ہند کو، چترالی وغیرہ میں الگ ہو سکتے ہیں۔
- کوشش کریں طلبہ زیادہ سے زیادہ الفاظ قومی زبان اردو میں سیکھیں۔ اگر طلبہ اشیا کو پہچان کر ان کے نام مادری زبان میں بتائیں تو ان کی حوصلہ افزائی کریں اور انھیں بعد میں اردو میں بھی اس چیز کا نام بتا دیں۔

## دورانیہ: 35 منٹ / ایک پیپریڈ



## وسائل اذدائی



درسی کتاب برائے جماعت اول، مختلف اشیا کے تصویری کارڈز، چارٹس، تختیہ تحریر، مارکر/چاک، ڈسٹر / جھاڑن، تصویر وغیرہ نوٹ: اگر مختلف اشیا کے تصویری کارڈز موجود نہیں ہیں تو سادہ چارٹ پر ان اشیا کی تصاویر بنالیں یا کمرا جماعت میں موجود چیزوں کی طرف اشارہ بھی کر سکتے ہیں جیسے: کرسی، پنکھا، میز وغیرہ۔

## تعارف: 5 منٹ



1. اُستاد/ اُتناں مندرجہ ذیل اشیا کے تصویری کارڈز طلبہ کو دکھائیں اور ان کے نام اردو زبان میں پوچھیں۔
2. روٹی، پیالی، پنکھا، کرسی، چارپائی، ٹیلی ویژن، میز۔
3. طلبہ اگر اردو میں نام بتانے ہیں تپکچا ہٹ محسوس کریں تو ان کی مادری زبان میں نام بتانے کا کہیں۔
4. اُستاد/ اُتناں ان اشیا کے نام اردو میں سکھائیں۔

## تصویر کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. اُستاد/ اُتناں طلبہ کو چار گروپوں میں تقسیم کریں۔
2. پہلے دو گروپ کمرا جماعت میں استعمال ہونے والی عام اشیا کے نام ذہن نشین کریں گے۔

3. دوسرے دو گروپ کمرا جماعت سے باہر اسکول میں موجود چیزوں کے ناموں کو ذہن نشین کریں گے۔
4. تمام گروپوں کو ۱۰ منٹ کا وقت دیں۔
5. گروپ کام ختم کرنے کے بعد کمرا جماعت میں ایک دوسرے کو بتائیں گے۔
6. پہلے دونوں گروپوں میں سے ایک طالب علم / طالبہ اپنی دیکھی ہوئی اشیا کے نام بتائے گا۔
7. اسی طریقے سے دوسرے گروپوں سے ایک طالب علم / طالبہ جماعت کے سامنے آکر دیکھی ہوئی چیزوں کے نام بتائے گا۔

سرگرمی نمبر: ۲

1. طلبہ اپنا کام گروپوں میں جاری رکھیں گے۔
2. گروپوں سے کہیں کہ آپ گھر سے اسکول آتے ہوئے جو چیزیں راستے میں دیکھتے ہیں ان کے نام لکھیں۔
3. ہر گروپ لیدر طلبہ کی طرف سے لکھے ہوئے نام باقی طلبہ کے سامنے پیش کرے گا۔
4. صحیح نام بتانے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ / خلاصہ: 3 منٹ



سرگرمیاں مکمل کرنے کے بعد طلبہ اس قابل ہو جائیں گے کہ گھر اور اسکول میں استعمال ہونے والی عام چیزوں کے نام سن کر پہچان کے بعد ان کے نام ذریست طریقے سے ادا کر سکیں گے۔

جاائزہ / جائز: 5 منٹ



چند طلبہ سے دیے گئے سوالات پوچھیں:

- ▢ آپ کے جوتے کا رنگ کیا ہے؟
  - ▢ کمرا جماعت میں کتنے دروازے ہیں؟
  - ▢ تختہ تحریر پر کس چیز سے لکھتے ہیں؟
- جواب دینے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر میں درسی کتاب کے صفحہ نمبر ۱۱۵ پر دی گئی سرگرمی 'کچھ نیا لکھیں'، مکمل کر کے لائیں اور اگلے دن کمرا جماعت میں آکر ساتھیوں کو بتائیں۔

نوٹس

## ایک منٹ میں بیس بے معنی الفاظ پڑھنا

### علم کے حاصلات طلبہ



- ایک منٹ میں کم از کم بیس اختراعی بجھوں والے یا بے معنی الفاظ پڑھ سکتے۔

### معلومات برائے اساتذہ

- اختراعی بجھوں والے بے معنی الفاظ وہ الفاظ ہوتے ہیں۔ جن کے اپنے کوئی معنی نہیں ہوتے۔ مثلاً: راتا، تاتا وغیرہ۔
- بے معنی الفاظ پڑھنے سے طلبہ کی پڑھائی میں روانی پیدا ہوتی ہیں۔
- بے معنی الفاظ پڑھنے سے بامعنی الفاظ پڑھنے میں مدد ملتی ہے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، استاپ واج، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ۔

### تعارف: 5 منٹ



- طلبہ کو بتائیں کہ آج ہم اختراعی بجھوں والے یا بے معنی الفاظ کے بارے میں پڑھیں گے۔ یہ وہ الفاظ ہوتے ہیں جن کے اپنے کوئی معنی نہیں ہوتے۔ جیسے تات، موبے، شوکو
- چند طلبہ سے ایسے الفاظ اخذ کروائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. درسی کتاب جماعت اول کے صفحہ نمبر ۱۱۳ پر دیے ہوئے بے معنی الفاظ کو تختہ تحریر پر لکھیں۔
2. باری باری چند طلبہ سے اس طرح پڑھوائیں کہ وہ ایک منٹ میں کم از کم بیس بے معنی الفاظ پڑھنے کی کوشش کریں۔
3. اُستاد/ اُستاذی سرگرمی کے لیے وقت نوٹ کریں۔

سرگرمی نمبر ۲:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختہ تحریر پر بیس بے معنی الفاظ لکھیں۔

اختراعی / بے معنی الفاظ کا چارٹ				
گھوڑ	بڑپت	پاکا	چات	حازد
خت	وکھا	رض	ری	را
ور	ورسی	کھابا	ٹوتا	فت
لاغ	کیٹو	ڈھوتو	پتک	وج

3. دونوں گروپوں کے درمیان ایک منٹ میں بے معنی الفاظ پڑھنے کا مقابلہ کروائیں۔
4. جس گروپ نے ایک منٹ میں زیادہ الفاظ پڑھئے اُس کی حوصلہ افزائی کریں۔
5. استاپ واچ کا بندوبست کریں۔
6. تمام طلبہ کو سرگرمی میں شریک کریں۔
7. ہر طالب علم / طالبہ کو ایک منٹ کا وقت دیں۔
8. جیسے ہی ایک منٹ پورا ہو جائے۔ اگلا طالب علم / طالبہ مقابلے کے لیے آئے۔
9. دونوں گروپ کے پہلی پوزیشن حاصل کرنے والے طلبہ کے ماہین مقابلہ کروائیں۔
10. جتنے والے طالب علم / طالبہ کے نام کا اعلان کریں تاکہ طلبہ میں مقابلے کا جذبہ بیدار ہو۔

نتیجہ / خلاصہ: 3 منٹ



ایک منٹ میں کم از کم بیس اختراعی الفاظ / بے معنی الفاظ پڑھ سکتے ہیں۔

جانزہ / جانچ: 5 منٹ



1. طلبہ سے کم از کم دس اختراعی / بے معنی الفاظ پڑھنے کو کہیں۔
2. کوشش کریں کہ ایسے طلبہ کو موقع دیں جنہوں نے پہلے شرکت نہ کی ہو۔
3. الفاظ پڑھنے میں طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے کوئی بھی میں بے معنی الفاظ کا پی میں لکھ کر لائیں اور جماعت کے سامنے سنائیں۔

نوٹس

## تصویر یا منظر دیکھ کر اپنی پسند و ناپسند کا اظہار کرنا

### علم کے حوصلات تعلیم



- کسی تصویر یا منظر کو دیکھ کر اپنی پسند یا ناپسند کا اظہار کر سکیں۔

### معلومات برائے اساتذہ

- حصول علم میں بصرات کو بنیادی اہمیت حاصل ہے۔ کسی چیز کو دیکھ کر ہمیں اُس کے متعلق جاننے کی خواہش پیدا ہوتی ہے۔
- طلبہ رنگ برلنگی تصویریں یا منظر دیکھ کر ان میں دل چپی لیتے ہیں۔
- تصاویر مشابہاتی صلاحیتوں کو نکھارنے کا بہترین ذریعہ ہیں۔
- اُستاد/ اُستاذی کمرا جماعت میں طلبہ کے ساتھ دوستانہ ماحول میں بات چیت کریں تاکہ طلبہ اپنی پسند اور ناپسند کا اظہار کر سکیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / ماکر، ڈسٹر / جھاڑن، بہار کے موسم کا چارت۔ وغیرہ

### تعارف: 5 منٹ



- طلبہ کو بہار کے موسم کا چارت دکھائیں اور پوچھیں:
- کہ اس تصویر میں کون سا موسم نظر آ رہا ہے؟
- اس تصویر کو دیکھتے ہوئے بہار کے موسم کے بارے میں اپنی ایک پسندیدہ چیز بتائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

- طلبہ کو جوڑوں میں تقسیم کریں۔
- جوڑوں سے کہیں کہ درسی کتاب جماعت اول کے صفحہ نمبر ۹۶ پر دیے گئے منظر کو غور سے دیکھیں۔
- اب منظر میں نظر آنے والی دو پسندیدہ اور ایک ناپسندیدہ چیز کا نام اپنے ساتھی سے کریں۔
- جوڑوں کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
- سرگرمی مکمل ہونے کے بعد چند جوڑوں سے پسندیدہ اور ناپسندیدہ چیز کے بارے میں پوچھیں۔

سرگرمی نمبر ۲:

- طلبہ سے کہیں کہ اپنا کام جوڑوں میں جاری رکھیں۔

2. جوڑوں سے کہیں کہ درسی کتاب جماعت اول کے صفحہ نمبر ۹۶ پر دیے گئے منظر کو غور سے لکھیں اور اس منظر کے بارے میں اپنی پسند اور ناپسند کا اظہار زبانی جملے کی صورت میں کریں۔
3. جوڑوں کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
4. سرگرمی مکمل ہونے کے بعد چند جوڑوں سے منظر کے بارے میں ان کی پسند اور ناپسند کے بارے میں پوچھیں۔

 تیجہ / خلاصہ : 3 منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ تصاویر اور منظر کے بارے اپنی پسند اور ناپسند کا اظہار کر سکتے ہیں۔

 جائزہ / جانچ : 5 منٹ

1. طلبہ کو سبزیوں کا تصویری چارٹ دوبارہ دکھائیں۔
2. اپنی پسند اور ناپسند کی سبزیاں الگ الگ لکھیں۔

 مشق : 2 منٹ

طلبہ کو پھلوں کا تصویری چارٹ دکھائیں اور اپنی پسندیدہ دو پھلوں کا انتخاب کر کے گھر سے کاپی پر ان کے نام لکھ کر لائیں۔

 نوٹس

## مذکر، مؤنث میں فرق کرنا

### طلبہ کے حاصلاتِ تعلم



- مذکر اور مؤنث میں فرق کر سکیں۔

### معلومات برائے اساتذہ

- اساتذہ کی رہنمائی کے لیے درج ذیل اہم نکات سمجھنا بہت ضروری ہیں۔ مذکر مؤنث بنانے کے آسان طریقے۔
- تمام دریاؤں کے نام (دریائے گنگا اور جمنا کے علاوہ) مذکر ہیں۔
- تمام زبانوں کے نام مؤنث ہوتے ہیں۔ مثلاً پنجابی، اردو وغیرہ۔
- تمام نمازوں، اور آسمانی کتابوں کے نام مؤنث ہیں۔
- تمام دنوں کے نام مذکر ہیں صرف جمعرات مؤنث ہے۔
- بلبل کو مذکر اور مؤنث بھی بولتے ہیں۔
- کچھ اسامی کے مذکر نہیں ہوتے۔ (چھپلی، سہاگن)
- تمام ہمینوں کے نام مذکر ہیں۔
- تمام پہاڑوں کے نام مذکر ہیں۔ مثلاً ہمالیہ، قراقرم وغیرہ۔
- جن الفاظ کے آخر میں 'ا'، 'یا'، 'ہ'، آئے عام طور پر اس طرح کے الفاظ مذکر ہوتے ہیں۔
- کچھ جانور ہمیشہ مذکر استعمال ہوتے ہیں مثلاً اژدھا، بھیڑیا، چیتا، پچھو، کچھوا، نیولا، لنگور، گینڈا، مگر مچھ، ال، بگلا، چکور، ہدہد، کو۔
- کچھ جانور ہمیشہ مؤنث استعمال ہوتے ہیں مثلاً چھپلی، تتنی، لومڑی، چھپوندر، چھپلی، چیل، فاختہ، مینا وغیرہ۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑان وغیرہ۔

### تعارف: 5 منٹ



1. درج ذیل الفاظ تختہ تحریر پر لکھیں۔

کبری	چڑیا	مور	چڑا
راجا	بیل	بکرا	مورنی
		رانی	گائے

- باری باری طلبہ اپنے ساتھی کے ساتھ ان الفاظ کو پڑھیں اور ان الفاظ کا آپس میں تعلق جوڑیں۔ مثلاً چڑا۔ چڑیا۔
- چند طلبہ سے اس تعلق کے بارے میں پوچھیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

مؤنث	ذکر
	مرد
	راجا
	لوہار
	بلا
	ہاتھی
	بوڑھا
	شاعر

1. طلبہ کو جوڑوں میں تقسیم کریں۔

2. درج ذیل الفاظ تختہ تحریر پر تحریر کریں۔

3. جوڑوں سے کہیں کہ ذکر کے مؤنث اپنی کاپی میں لکھیں۔

4. طلبہ کو اس سرگرمی کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ اپنا کام جوڑوں میں جاری رکھیں گے۔

2. جوڑوں سے زبانی ان کے مؤنث پوچھیں اور تختہ تحریر پر لکھتے جائیں۔

3. طلبہ سے کہیں کہ اپنے کام کا جائزہ لیں۔

4. غلط مؤنث کی نشان دہی کریں اور اصلاح کریں۔

نتیجہ / خلاصہ: 3 منٹ



اس سرگرمی کے بعد طلبہ ذکر مؤنث بنانا سیکھے گئے ہیں۔

جاائزہ / جاچ: 5 منٹ



1. طلبہ کو مختلف ذکر اور مؤنث کے کاڑ دز ملا جلا کر دیں۔

2. ایک طالب علم / طالبہ ذکر بولے گا اور جس کے پاس مؤنث ہو وہ اس لفظ مؤنث کا بولے گا۔

3. چند طلبہ کے ساتھ سرگرمی کمل کریں۔

مشق: 2 منٹ



طلبہ کو درج ذیل الفاظ دیں اور گھر میں والدین کی رہنمائی میں اس کے مؤنث بنانے کا کہیں بھائی۔ میاں۔ پری۔ پوتا۔ ہرن۔ مرغ۔ بندہ۔ حلوائی۔ بازی گر۔ مریض۔ معلم۔

# بول چال اور لین دین کے طریقے

## علم کے حاصلاتِ طلبہ



- بول چال میں آدابِ گفتگو کا خیال رکھ سکیں۔

## معلومات برائے اساتذہ

- ہمیں روز مرہ زندگی میں مختلف قسم کے لوگوں سے واسطہ پڑتا ہے اور ضرورت کے مطابق بول چال اور لین دین میں مہذبِ لب و لہجہ اپنانے کی ضرورت ہوتی ہے۔
- اُستاد/ اُستاذی کو چاہئے کہ طلبہ کو ابتدائی جماعتوں میں ہی شائستہ گفتگو کرنا سکھائیں۔
- طلبہ کو مختلف سرگرمیوں کے ذریعے بول چال اور لین دین میں موقع اور محل کی مناسبت سے سلام کرنا، شکریہ، مہربانی، خوش آمدید، یقیناً کیوں نہیں اور معاف کیجئے جیسے الفاظ سکھائے جائیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، فلیش کارڈز رنگیں، پنسلوں کا بکس، قلم، دو عدد پیپر نے وغیرہ۔

## تعارف: 5 منٹ



1. سبق کا آغاز سلام سے کرنے کے بعد درج ذیل سوالات پوچھیں۔
2. کسی سے ملتے وقت سب سے پہلے کیا کہنا چاہئے؟ (اگر طلبہ درست جواب نہ دے سکیں تو ان کی مناسب رہنمائی کریں۔ یہ عمل ضرورت کے مطابق ہر سوال کے دوران دھرایا جائے۔)
3. جب کسی سے کوئی چیز مانگنی ہو تو کیا کہنا چاہئے؟
4. جب کوئی آپ کی مدد کرے تو آپ کو کیا کہنا چاہئے؟
5. اُستاد/ اُستاذی طلبہ کے جوابات میں مندرجہ ذیل الفاظ تختہ تحریر پر لکھیں یا ان الفاظ کے فلیش کارڈز طلبہ کو دکھائیں اور ان کے تلفظ کی مشق کروائیں۔ الفاظ: السلام علیکم، شکریہ، مہربانی، برائے مہربانی معاف کیجئے۔ یقیناً، کیوں نہیں وغیرہ۔
6. اُستاد/ اُستاذی طلبہ کے تین جوڑے بنائیں اور بالترتیب تین سرگرمیاں کریں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کو جوڑوں میں تقسیم کریں۔

2. پہلے جوڑے کو کمرا جماعت کے سامنے بلاائیں۔

3. ایک طالب علم/ طالبہ کے ہاتھ میں قلم دیں۔

4. دوسرا بچہ قلم ادھار مانگے۔ طالب علم/طالبہ کہے برائے مہربانی کیا میں آپ کا قلم ادھار لے سکتا ہوں / لے سکتی ہوں؟
5. پہلا طالب علم/طالبہ جواب میں کہے یقیناً کیوں نہیں۔
6. دوسرا طالب علم/طالبہ قلم لیں اور شکریہ ادا کریں۔ آپ کا بہت بہت شکریہ۔
7. نوٹ: جو طلبہ سرگرمی میں حصہ نہ لے سکیں اُستاد انھیں خاموشی سے مشاہدہ کرنے اور توجہ سے نہنے کی ہدایت کریں۔

**سرگرمی نمبر ۲:**

1. تخفہ تھائے لینے اور دینے کی سرگرمی:
2. اُستاد/اُستاذی دوسرا جماعت کے سامنے بلا میں۔
3. ایک طالب علم/طالبہ کے ہاتھ میں پنسلوں کا کلر بکس دیں اور اس طالب علم/طالبہ کو کہیں کہ آپ نے دوسرے طالب علم/طالبہ کو یہ تخفہ دینا ہے اور یہ بتانا ہے کہ میری طرف سے یہ رنگین پنسلیں بطور تخفہ قبول کر لیجئے۔
4. دوسرا طالب علم/طالبہ کلر بکس لے کر بلند آواز میں کہے۔
5. آپ کے خوبصورت تخفے کا بہت بہت شکریہ۔

**سرگرمی نمبر ۳:**

**خرید و فروخت کی سرگرمی:**

1. اُستاد/اُستاذی تیسਰے جوڑے کو جماعت کے سامنے آنے کے لیے کہیں۔
2. اُستاد/اُستاذی طلبہ کو ہدایات دیں کہ ایک طالب علم/طالبہ کے پاس دوپیانے ہیں جبکہ دوسرے طالب علم/طالبہ کو ایک عدد دیپانے کی ضرورت ہے۔
3. وہ دیپانہ خریدنا چاہتا ہے تو وہ پہلے طالب علم/طالبہ سے کہے کہ برائے مہربانی مجھے ایک دیپانہ فروخت کریں۔
4. پہلا طالب علم/طالبہ کہے کیوں نہیں یقیناً یہ لے۔
5. دوسرا طالب علم/طالبہ دیپانہ خریدے گا اور کہے گا آپ کا بہت بہت شکریہ۔

**نتیجہ/خلاصہ: 3 منٹ**

طالبہ روز مرہ زندگی میں بول چال اور لین دین کے طریقے سیکھ سکیں گے اور ان کا عملی زندگی میں مظاہرہ کر سکیں گے۔

**جاائزہ/جاچ: 5 منٹ**

1. اُستاد/اُستاذی تھیٹہ تحریر پر نامکمل جملوں والا چارٹ لگائیں۔
  - ☒ احمد نے اپنے دوست کو دیکھتے ہی کہا \_\_\_\_\_
  - ☒ احمد کے دوست نے جواب میں کہا \_\_\_\_\_
  - ☒ اپنی پنسل ادھار دے دو۔
  - ☒ سلمہ کے سہیلی نے جب پنسل دیدی تو جواب میں سلمہ نے کہا \_\_\_\_\_
  - ☒ احمد سے اُس کے دوست کی پنسل ٹوٹ گئی تو اُس نے اپنے دوست سے کہا \_\_\_\_\_ کیجئے۔
2. اور ہر جملہ پڑھنے کے بعد طلبہ سے پوچھیں کہ خالی جگہ میں کون سا مناسب لفظ آئے گا؟
 

مکمل جوابات: اسلام و علیکم، علیکم السلام، برائے مہربانی، شکریہ، معاف

**مشق: 2 منٹ**

روز مرہ بول چال اور لین دین سے متعلق سکھائے گئے الفاظ مشق کے طور پر اپنے دوستوں یا بہن بھائیوں کے ساتھ کریں۔

## لطیفہ یا پہلی سن کر سمجھنا اور بوجھنا

### علم کے حوصلات طلبہ



- لطیفہ یا پہلی سن کر لطف اندوڑ ہو سکیں نیز لطیفہ یا پہلی سن کر سمجھ سکیں۔
- پہلیاں بوجھ سکیں۔

### معلومات برائے اساتذہ

- طلبہ کو اردو کی سادہ عبارت، مصرے، شعر، لطیفے، پہلیاں اور واقعات سننا کر ایک دوسرے کو سنانے کی طرف مائل کریں۔
- طلبہ، شر، لے، اور لطیفوں میں ذیادہ دلچسپی لیتے ہیں اس لیے اساتذہ کو اشعار، لطیفے یاد ہوں اور سنانے کا فن بھی جانتے ہوں۔
- پہلیاں ذہنی ورزش ہیں۔ اس سے طلبہ میں سوچنے کی صلاحیت پیدا ہوتی ہے۔ پہلیں کو بوجھ کر طلبہ استحسانی کیفیت سے دو چار ہوتے ہیں۔
- طلبہ کے درمیان بزم ادب کا مقابلہ کروائیں جس میں لطیفے سنانے اور پہلیاں بوجھنے کا مقابلہ ہو۔ ذیادہ لطیفے سنانے اور پہلیاں بوجھنے والے طلبہ کو فاتح قرار دیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، تصاویر وغیرہ۔

### تعارف: 5 منٹ



1. بوجھو تو جائیں۔ پھوں کو ایک پہلی سنائیں۔

□ ایک جانور اصلی۔ جس کی ہڈی نہ پسلی۔ (جو نک)

2. طلبہ کو پہلی بوجھنے کا موقع فراہم کریں۔

3. نہ بوجھنے کی صورت میں طلبہ کی مدد کریں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. تختہ تحریر پر پہلیوں والا چارٹ لگائیں۔

ایک گز کا طوں کبھی کلی کبھی پھول۔	ہری ہے من بھری ہے راجا جی کے باغ میں دو شالہ اور ہے کھڑی ہے۔
ان چیزوں کا عجب فسانہ خون ہمارا ان کا کھانا۔	ایک جانور ایسا جس کی دم پر پیسہ۔

راجارانی کی کہانی  
ایک گھرے میں دو رنگ پانی۔



## مسکرا

☆ ایک بڑے ہوٹل میں ایک صاحب نے سوپ کے پیالے کا بخوبی حاکر کرنے کے بعد ہر کو ہاکر کہا: میں یہ سوپ ہرگز نہیں لپیں لکھ کر ہاکر کہا۔  
فخر نہ ہے اگر بڑے ادب سے پوچھا: فرمائیے صاحب؟  
صاحب نے فتحے سے کہا میں یہ سوپ نہیں لپیں لکھا۔ ہر اور غیر بجا گے اور مالک کو بالائے اور تجویں ان صاحب کی بیز کے گرد نظرے ہوئے فخر نہ ہے فتحے فتحے پوچھا:  
صاحب سوپ میں کیا خوبی ہے؟  
جگ آ کر کہا۔ ہم اخس ہیں نہیں جانتے۔ اب ہم پھر سے کھانا شروع کرتے ہیں تم کتنے چاہا۔  
☆ تھن بے وقوف سہر میں نماز پڑھ رہے ہے تھا ایک لے کھا رکھو وہ جہاں جا رہا ہے۔  
دوسرا بولا: نماز میں ہاتھ نہیں کرتے تیسرا بولا: دیکھوں میں نے تو نہیں بولا۔  
☆ ایک لالا کے اپنے دوست سے کہا رکھو ہم سے دانت موت جان کی طرح سٹیدی ہے۔  
چھٹا: ماں آپ مجھے مارامت بیکھی ورنہ ایک دن میں قوت جاؤ گا۔  
دوسرا بولا: ارسے یہ کون ہی بڑی بات ہے۔  
بھرپری بات سنو۔ بھرپے دانت سوتے کی

2. طلبہ سے باری باری پہلیاں بوجھنے کا کہیں۔
3. پہلیاں بوجھنے پر طلبہ کی رہنمائی کریں۔

سرگرمی نمبر: ۲

1. طلبہ کو بتائیں کہ آج ہم سب اچھے اچھے لطیفہ سینے اور سنائیں گے۔
2. (اساتذہ دانش مندی سے اصل مفہوم طلبہ کو ضرور بتائیں)
3. طلبہ کے جوڑے بنائیں اور دیے گئے لطیفہ پڑھنے کا کہیں۔
4. استاد/استانی پہلے ایک لطیفہ سنائے۔
5. اب طلبہ اپنے ساتھی کو کوئی لطیفہ سنائیں۔
6. چند طلبہ سامنے آئیں اور باقی کلاس کو لطیفہ سنائیں۔
7. زیادہ سے زیادہ طلبہ کو موقع دیں۔
8. سامنے آنے والے طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



1. پہلی/لطیفہ سننے میں طلبہ دلچسپی لیتے ہیں۔
2. ہر لطیفہ/پہلی میں ایک بات پوشیدہ ہوتی ہے جیسے طلبہ توجہ سے سنیں تو پوشیدہ بات سمجھ سکتے ہیں۔

جانزہ/جانچ: 5 منٹ



طلبہ اپنی پسند کا لطیفہ/کہانی باقی ساتھیوں کو سنائیں۔

مشق: 2 منٹ



طلبہ گھر جا کر اپنے بہن بھائیوں کو اپنی پسند کو کوئی پہلی/لطیفہ سنائیں۔

## سوال کو سمجھنا اور جواب دینا

### طلبہ کے حاصلاتِ تعلم



- پوچھا گیا سوال سمجھ کر اس کا جواب دے سکیں۔

### معلومات برائے اساتذہ

- طلبہ کو اس قبل بنانا ہے کہ وہ سوال ٹھن کر اس کا جواب دینے کے قبل ہوں۔
- سوالات پوچھنے کے لیے سادہ اور آسان زبان استعمال کریں۔
- طلبہ کی اپنی ذات اور روز مرہ معمولات سے متعلق سوالات کریں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ۔

### تعارف: 5 منٹ



1. ایک کاغذ پر دیے گئے سوالات لکھ کر رکھیں۔
  - آپ کا نام کیا ہے؟
  - آپ کے بھائی کا نام کیا ہے؟
  - آپ کا بھائی کس جماعت میں پڑھتا ہے؟
  - آپ کو کون سارنگ پسند ہے؟
2. باری باری طلبہ سے سوال پوچھیں۔
3. طلبہ ہاتھ کھڑا کریں اور انفرادی طور پر جواب دیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ سے دیے گئے سوالات پوچھیں۔
2. طلبہ توجہ سے سُنیں اور اپنے ساتھی کو سوال کا جواب دیں۔
3. استاد کسی طالب علم / طالبہ کو سامنے بلا کر اس سوال کا جواب باقی ساتھیوں کو بتانے کے لیے کہیں۔
4. باقی سوالات کے لیے اسی سرگرمی کو دھرائیں۔

## سرگرمی نمبر ۲:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. ایک طالب علم / طالبہ سوال پوچھے اور دوسرا جواب دے۔
3. اساتذہ رہنمائی و نگرانی کریں۔

نتیجہ / خلاصہ: 3 منٹ



درج بالا سرگرمیوں کی مدد سے طلبہ سوال کو سمجھ کر اس کا جواب دینے کی کوشش کریں گے۔

جاائزہ / جانچ: 5 منٹ



1. سوالات کو کارڈ پر لکھ کر میز پر انثار کھیں۔
  - ☒ آپ کو کون سا کھیل پسند ہے؟
  - ☒ آپ کس جماعت میں پڑھتے ہیں؟
  - ☒ آپ کو کون سا مضمون زیادہ پسند ہے؟
2. باری باری طلبہ کو بلائیں۔ ہر طالب علم / طالبہ کم از کم دو کارڈ اٹھائیں۔
3. ان کارڈز پر لکھے ہوئے سوالات طلبہ سے پوچھیں۔

مشق: 2 منٹ



گھر سے درسی کتاب کے صفحہ نمبر ۱۲۲ پر دی گئی سرگرمی 'آپ نے کیا سمجھا، کامل کریں اور اگلے دن کمرا جماعت میں اپنے ساتھیوں کو بتائیں۔

نوٹس

## سادہ جملے دُرست تلفظ اور روانی کے ساتھ پڑھنا

### علم کے حوصلات طلبہ



- سادہ جملوں کو دُرست تلفظ اور روانی سے پڑھ سکیں۔

### معلومات برائے اساتذہ

- طلبہ الفاظ پڑھنا سیکھنے کے مرحلے کے بعد جملے پڑھنے سیکھنا شروع کرتے ہیں۔
- جملوں کی ساخت کو سمجھنا اور جملوں کو ملا کر عبارت بنانے اور عبارت کا مفہوم جاننے کے لیے انھیں مدد اور مشتمل کی ضرورت ہوتی ہے۔
- طلبہ کو درسی کتب کے علاوہ بھی کہانیوں کی کتابوں اور بچوں کے رسالوں میں سے بھی جملے پڑھنے کے موقع دیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، ٹوکری، مارکر / چاک، ڈسٹر / جہاڑ، تصویر، چارٹ، فلیش کارڈز وغیرہ۔

### تعارف: 5 منٹ



1. تختہ تحریر پر لکھئے ہوئے کچھ سادہ جملے طلبہ کو پڑھنے کے لیے کہیں اور پھر ان جملوں کو ملا کر پڑھنے کے لیے کہیں اور عبارت کا تصور دیں۔
- جیسے: میں ایک چڑیا ہوں۔ میرے دوپر ہے۔ میں ہوا میں اڑتی ہوں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:



1. طلبہ کو ایک تصویر دکھائیں۔
2. تصویر سے متعلق جملے الگ چارٹ پر لکھیں۔ طلبہ کو کہیں کہ وہ بے ترتیب جملوں کو ترتیب دے کر پڑھیں۔ تاکہ ایک بامعنی عبارت بن سکے۔
3. جملے: اس میں دو رنگ سبز اور سفید ہیں۔ یہ ہمارا قوی جھنڈا ہے۔ اس میں چاند اور تارا ہے۔

سرگرمی نمبر ۲:

1. چند جملوں پر مشتمل کا رڈز بنایا کر ایک ٹوکری میں ڈالیں۔

جملے: میرے شہر کا نام سوات ہے۔ میرا شہر بہت خوبصورت ہے۔ میرا نام احمد ہے۔ اس میں سرسبز و شاداب باغات ہے۔ میں پہلی جماعت میں پڑھتا ہوں۔

2. طلبہ سے باری باری ٹوکری میں سے دو کارڈز نکال کر ان سے جملوں کو اوپنجی آواز میں پڑھوائیں۔

3. اس طرح ٹوکری میں موجود تمام کارڈز پر لکھے جملے طلبہ سے پڑھوائیں۔
  4. پھر جملوں کو ترتیب سے تختہ تحریر پر چھپاں کروائیں تاکہ عبارت کی صورت بن جائے۔
  5. اب طلبہ کو جوڑوں کی صورت میں جملے پڑھنے کا کیس۔
  6. کسی دو طلبہ سے جملے انفرادی طور پر پڑھوائیں۔

نتیجہ / خلاصہ: 3 منٹ



اس سرگرمی کے بعد طلبہ سادہ جملے درست تلفظ کے ساتھ یہ ٹھیکیں گے۔

جائزه / جانچ: 5 منٹ



1. جانچ کے طور پر تختہ تحریر پر چار سے پانچ جملے لکھیں
  2. باری باری چند طلبے سے دُرست تلفظ کے ساتھ پڑھوائیں۔
  3. اساتذہ جملے پڑھنے کے دوران دُرست تلفظ کے لیے رہ نہایت کریں۔

مشق: 2 منٹ



طلبه گھر سے درسی کتاب کے صفحہ نمبر ۱۲۷ پر دی گئی سرگرمی 'پڑھیں' سے عبارت پڑھ کر آئیں اور اگلے دن کمرا جماعت میں ڈرست تلفظ کے ساتھ پڑھ کر سنائیں۔

نوٹس

## حرفِ اضافت



## طلبہ کے حاصلاتِ تعلیم

- حرفِ اضافت (ا، کی، کے) کی پہچان کر سکیں۔

معلمات برائے اساتذہ

- حرفِ اضافت وہ کلمہ ہے جو نہ کسی کا نام ہوا اور نہ کسی کام کو ظاہر کرے۔
  - حرفِ اضافت ایسے حروف ہیں جو کہ ایک اسم کا تعلق دوسرے اسم کے ساتھ ظاہر کرتے ہیں۔ دو اسموں یا افعال کو ملاتے ہیں۔
  - حرفِ اضافت جملوں کو مکمل کرنے کے لیے نہایت ضروری ہیں۔ کا۔ کے۔ کی حروفِ اضافت ہیں۔



دوانیہ: 35 منٹ ایک پریڈ



وسائل اذرائع

دری کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ۔



تاریخ: ۵ مئی

1. طلبہ کی سبق میں دلچسپی بڑھانے کے لیے درج ذیل سوالات کریں۔
  2. تختہ تحریر پر جملہ لکھیں اور طلبہ سے کہیں کہ اس جملے کو پڑھیں۔
  3. اب طلبہ سے پوچھیں کیا یہ جملہ مکمل ہے اگر نہیں تو اسے مناسب جگہ پر کا، کی پا کے لگا کر مکمل کریں۔

□ جملہ: پاکستان شان نراہی ہے۔



تصور کی پختگی: 20 منٹ

سرگرمی نمبر ۱:

1. دیے گئے جملے تنہہ تحریر پر لکھیں۔

  - استاد\_\_\_\_\_ ادب کرو۔
  - حنا\_\_\_\_\_ سیلی ہما ہے۔
  - کبوتر\_\_\_\_\_ پر ٹوٹ گئے۔
  - علی، احسن\_\_\_\_\_ دوست ہے۔

2. طلبہ کو جوڑوں میں تقسیم کریں۔

3. اور جوڑوں سے کہیں کہ ان جملوں کو، کا، کے، کی لگا کر مکمل کرس۔

4. سرگرمی مکمل کرنے کے لیے جوڑوں کو 5 منٹ کا وقت دیں۔

5. آخر میں چند جوڑوں سے مکمل جملے پڑھوائیں۔

#### سرگرمی نمبر: ۲

1. جوڑوں کو کہیں کہ (کا، کی، کے) جملوں میں استعمال کریں۔

2. جوڑوں سے کہیں کہ جملے اپنی کاپی پر لکھیں۔

3. سرگرمی مکمل کرنے کے لیے 5 منٹ کا وقت دیں۔

4. آخر میں چند جوڑوں سے مکمل جملے پڑھوائیں۔

#### نتیجہ / خلاصہ: 3 منٹ



طلبہ حروف اضافت (کا، کی، کے) کا جملوں میں درست استعمال سیکھ سکیں گے۔

#### جانزہ / جانچ: 5 منٹ



1. طلبہ سے جملوں میں حروف اضافت کی پہچان کروائیں۔

▢ ہر ن کا رنگ کالا ہے۔

▢ کمرے کے اندر کون ہے؟

▢ کل صبا کی سالگرد ہے۔

▢ پاکستان کا مطلب کیا ہے؟

#### مشق: 2 منٹ



تمام طلبہ گھر سے حروف اضافت (کا، کی، کے) کے خود سے تین جملے لکھ کر لائیں۔

#### نوٹس

میں

7



## سادہ عبارت روانی سے پڑھنا

### طلبه کے حاصلاتِ تعلم



- ایک منٹ میں کم از کم پینتالیس الفاظ پر مشتمل سادہ عبارت روانی سے پڑھ سکیں۔

### معلومات برائے اساتذہ

- کسی لکھی ہوئی عبارت کو درست لب ولہجہ، مناسب رفتار اور سمجھ کر پڑھنے کو روانی سے پڑھنا کہا جاتا ہے۔
- طلبہ کو ہدایت دیں کہ عبارت کو روانی سے پڑھیں۔ عبارت روانی سے پڑھنے سے طلبہ کے فہم اور ذخیرہ الفاظ میں اضافہ ہو گا۔
- طلبہ کی روانی میں بہتری کے لیے عبارت پڑھنے سے پہلے ”خاص الفاظ“ کی طلبہ کو مشق کروائیں اور طلبہ کو ہدایت دیں کہ ایک منٹ میں عبارت کو پڑھنے کی کوشش کریں۔
- اساتذہ ”اسٹاپ واج“ کے ذریعے وقت ضرور نوٹ کریں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، ڈسٹر، اسٹاپ واج وغیرہ۔

### تعارف: 5 منٹ



1. دی گئی عبارت تختہ تحریر پر لکھیں۔

#### چوہے کی تلاش

امی نے بتایا کہ چوہا گھر میں گھس آیا ہے۔ سب چوہے کو ڈھونڈ رہے لیکن وہ نظر نہیں آیا۔ چوہا برتن میں چھپ گیا۔ اچانک ابو نے کہا! برتن کے پاس چوہا ہے۔ سب نے دوڑ لگائی لیکن وہ بھاگ گیا۔

2. اب اسٹاپ واج آن کریں۔

3. طلبہ کے سامنے عبارت کو ایک منٹ میں پڑھنے کے عمل کا مظاہرہ کریں۔

4. ایک منٹ پر رک جائیں۔

### تصور کی چیزیں: 20 منٹ



سرگرمی نمبر 1:

1. طلبہ کے سامنے الفاظ پڑھیں۔

□ الفاظ: امی، گھس، ڈھونڈ، چھپ، برتن، اچانک

2. اونچی آواز میں عبارت پڑھیں اور طلبہ سنیں۔
3. طلبہ کے جوڑے بنائیں۔
4. طلبہ کو ہدایت دیں کہ پہلے ایک ساتھی اوار پھر دوسرا ساتھی عبارت روانی سے پڑھے۔
5. بغیر راہ نمائی طلبہ کو عبارت خود پڑھنے کا موقع دیں۔

سرگرمی نمبر: ۲

1. طلبہ کو اب انفرادی طور پر عبارت پڑھنے کا کہیں۔
2. طلبہ کو عبارت پڑھنے کے لیے ایک منٹ کا وقت دیں۔
3. طلبہ سے کہیں جب میں رکنے کا بولوں۔ آپ نے جہاں تک پڑھا ہے۔ وہاں انگلی رکھ کر رُک جائیں۔
4. استاد وقت نوٹ کریں۔
5. ایک منٹ پورا ہونے پر طلبہ کو ”رُک جائیں“ بولیں۔
6. طلبہ کا انفرادی جائزہ لیں کہ طلبہ نے کہاں تک پڑھا ہے۔

نتیجہ / خلاصہ: 3 منٹ



- طلبہ کو جوڑوں میں کام کروانے سے طلبہ کے پڑھنے اور سُننے کی صلاحیت میں بہتری آئی ہے اور طلبہ کی تفہیم میں اضافہ ہوا ہے۔
- طلبہ سے کہیں کہ وہ گھر میں بھی اس مشق کو جاری رکھیں کہ وہ ایک منٹ میں کتنے الفاظ پڑھ سکتے ہیں۔

جائزہ / جاچ: 5 منٹ



1. طلبہ سے عبارت کے متعلق دیے گئے سوالات پوچھیں۔
  - ☒ امی نے سب کو کیا بتایا؟
  - ☒ سب نے چوہے کو کہاں ڈھونڈا؟
  - ☒ چوہا کہاں چھپا تھا؟

2. طلبہ سے کہیں کہ جواب مکمل جملے کی صورت میں بیان کریں۔
3. جوابات بتانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر میں کسی اخبار پچوں کے رسالے یا کہانی کی کتاب سے اپنی پسند کی کوئی مختصر کہانی پڑھ ایک منٹ میں پڑھنے کی مشق کریں اور اگلے دن باقی ساتھیوں کو اپنے الفاظ میں سنائیں۔

## دو سے تین ارکان والے الفاظ کا جملوں میں استعمال

### علمیات طلبہ کے حاصلات



- دو سے تین ارکان والے الفاظ استعمال کرتے ہوئے آسان جملے لکھ سکیں۔

### معلومات برائے اساتذہ

- طلبہ درسی کتاب کے حصہ اول میں ارکان سازی سیکھے چکے ہیں۔ ان ارکان کی مدد سے طلبہ الفاظ بنانے کی مشق بھی کر چکے ہیں۔ اگر آپ ضرورت محسوس کریں تو ارکان کے چارٹس طلبہ کے ساتھ دہرا سکتے ہیں۔ اور ان ارکان کو استعمال کرتے ہوئے دو اور تین ارکان والے الفاظ کی مشق کرو سکتے ہیں۔
- تختہ تحریر کے دائیں جانب دو ارکان پر مشتمل الفاظ کا چارٹ جب کہ بائیں جانب تین ارکان پر مشتمل الفاظ کا چارٹ آویزاں کریں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / امارکر، ڈسٹر / جھاڑن، ارکان کے چارٹس وغیرہ۔

### تعارف: 5 منٹ



1. طلبہ کو کہیں کہ میں آپ کے سامنے ایک لفظ بولوں گا/گی۔ آپ نے تالی بجا کر لفظ میں موجود ارکان کی تعداد بتانی ہیں۔ جیسے: ”باجا“ کے ایک رکن ’بَا‘ پر ایک تالی بجا یہیں جب کہ دوسرے رکن ’جَا‘ پر دوسری تالی بجا یہیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. اُستاد / اُستاذی طلبہ کے جوڑے بنائیں۔
2. تختہ تحریر پر درج نہیں الفاظ لکھیں۔
3. مالا، جوتی، درخت، ٹماڑ، کریلے، بکرا، خوبی، نادان، سیٹی اب اُستاد / اُستاذی تختہ تحریر پر دو ارکان اور تین ارکان والے الفاظ کے دو کالم بنائیں۔
4. طلبہ سے کہیں کہ یہ کالم اپنی کاپی میں بنائیں۔
5. جوڑوں سے کہیں کہ الفاظ میں موجود ارکان کی تعداد کے مطابق انھیں مناسب کالم میں لکھیں۔
6. جوڑوں کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
7. کالم میں لکھنے کے لیے اُستاد / اُستاذی طلبہ کی رہنمائی کرے۔
8. مناسب کالم میں لفظ لکھنے پر طلبہ کو شتابش دیں۔
9. چند جوڑوں سے دو ارکان اور تین ارکان والے الفاظ پوچھیں۔

## سرگرمی نمبر ۲:

1. طلبہ کو جوڑوں میں تقسیم کریں۔

2. ہر جوڑے کو سرگرمی نمبر ۱ میں دیے گئے الفاظ میں سے کم از کم پانچ الفاظ پر جملے بنانے کا کہیں۔

3. طلبہ کو جملے بنانے کے لیے ۱۰ منٹ کا وقت دیں۔

4. جوڑوں کو بنائے گئے جملے سنانے کا کہیں۔

5. درست جملہ بنانے میں طلبہ کی راہ نمائی کریں اور ساتھ ساتھ ان کی حوصلہ افزائی بھی کریں۔

## نتیجہ / خلاصہ: 3 منٹ



طلبہ دو اور تین ارکان والے الفاظ کی نشان دہی کرتے ہوئے انھیں جملوں میں استعمال کر سکیں گے۔ طلبہ کے سامنے ایک دفعہ پھر دھرائیں کہ الفاظ میں موجود مکمل آواز کو رکن کہتے ہیں جیسے: ”بائی“ میں دو ارکان ہیں۔ ”باء، بی۔“

## جاائزہ / جانچ: 5 منٹ



1. طلبہ سے کہیں کہ جوڑوں میں دو اور تین رکنی الفاظ سوچیں۔

2. ہر جوڑا کم از کم ایک لفظ کو جملے میں استعمال کر کے بتائے۔

3. چند جوڑوں کو موقع دیں۔ کہ وہ جملوں کو کمرا جماعت میں سنائیں۔

## مشق: 2 منٹ



طلبہ سے کہیں کہ وہ گھر میں تین ایسے الفاظ کا پیوں پر لکھیں جن کے دو ارکان ہوں اور تین ایسے الفاظ لکھیں جن کے تین ارکان ہوں۔

## نوٹس

## تھا، تھی اور تھے کا فرق



- تھا، تھی اور تھے کا فرق کر سکیں۔

محلومات برائے اساتذہ

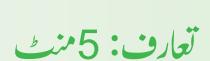
- اساتذہ طلبہ کو مثالوں کے ذریعے بتائیں کہ "تھا" مذکرو واحد، "تھی" مونث واحد کے لیے استعمال ہوتا ہے۔ جبکہ "تھے" جمع کے لیے استعمال ہوتا ہے۔
  - تھا، تھی، تھے زمانہِ پاسی کے لیے استعمال ہوتا ہے۔ یعنی جو کام گزرے ہوئے زمانے میں ہوا ہو۔
  - طلبہ سے ان کے گزرے ہوئے دن کے متعلق سوالات پوچھیں جیسے:
  - کل آپ نے کون سا سبق پڑھا تھا؟
  - کل آپ نے کیا کھایا تھا؟ وغیرہ



وسائل اذرائع



درسی کتاب پرائے جماعت اول، تختیہ ستح ر، حاک /مارکر، ڈسٹر /چھاڑن۔ وغیرہ۔



1. تختہ تحریر پر تھا، تھی اور تھے واضح کر کے لکھیں۔

  - جیل کے پاس ایک طوٹا۔ تھی۔ تھا۔ تھے۔
  - عائشہ کل اسکول گئی۔ تھے۔ تھی۔ تھا۔
  - جیل اور عائشہ کھیل رہے۔ تھا۔ تھے۔ تھی۔

2. طلبہ کو دیے گئے جملے پڑھ کر سنایں اور جملہ مکمل کرنے سے پہلے ان سے پوچھیں کہ اس جملے کے آخر میں تھا، تھی یا تھے لگائیں۔

3. اس کے بعد طلبہ سے ”تھا، تھی اور تھے“ کا فرق نمائیں کرو۔



سرگرمی نمبر ۱:

4. طلبہ کو جوڑوں میں تقسیم کریں۔

5. تختہ سترجیہ پر درج ذیل نامکمل جملے لکھیں۔

□ عارف اسکول گما.....(تلہ۔ تھی۔ تھے)

- سلسلی کھانا پکار رہی تھی۔ (تھا۔ تھی۔ تھے)
  - عارف اور سلسلی شام کو پڑھتے تھے۔ (تھا۔ تھی۔ تھے)
6. طلبہ سے کہیں کہ اس کو اپنی کاپی پر لکھ کر مکمل کریں۔
  7. طلبہ کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔
  8. اب طلبہ سے باری باری ایک ایک جملہ پوچھیں۔
  9. استاد/استانی وہ جملہ تختہ تحریر پر لکھے اور مناسب رہ نہیں کریں۔

نتیجہ/خلاصہ: 3 منٹ



آج کی سرگرمیوں کے بعد طلبہ عام بول چال اور لکھنے کے دوران تھا، تھی اور تھے کا درست استعمال کر سکیں گے۔ طلبہ سے آج کے الفاظ تھا۔ تھی اور تھے پڑھوائیں اور ایک جملہ انفرادی طور پر سوچنے کا کہیں۔

جانزہ/جاچ: 5 منٹ



1. چند طلبہ سے تختہ تحریر پر موجود جملوں کے آخر میں مناسب جگہ پر تھا، تھی یا تھے لگا کر مکمل کروائیں۔
- میرے پاس ایک کتاب ہے۔
  - حارث سکول جاتا ہے۔
  - پرندے ہوا میں اُڑتے ہیں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے تین جملے جس میں تھا، تھی اور تھے کا استعمال ہو کاپیوں پر لکھ کر لائیں۔

نوٹس

## نشست وبر خاست کے آداب کا خیال رکھنا

### علمیات طلبہ کے حاصلات



- نشست وبر خاست (گھر، اسکول، محلہ) کے آداب کا خیال رکھ سکیں۔

### معلومات برائے اساتذہ

- کمرا جماعت میں طلبہ بڑوں کے احترام، اٹھنے بیٹھنے کے آداب اور گفت گو کے آداب سے واقف ہوں۔ اس کے لیے اساتذہ خود عملی نمونہ پیش کریں تاکہ طلبہ انھیں مثالی مان کر ان آداب کا خیال رکھیں۔
- اسٹاد/اسٹانی طلبہ کو واقعات اور کہانیوں کی مدد سے دلچسپ طریقے سے ان آداب کی طرف ان کی توجہ دلو سکتے ہیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن، کھانے کے آداب کا چارٹ وغیرہ۔

### تعارف: 5 منٹ



- اگر کوئی بات کر رہا ہو تو آپ کو کیا کرنا چاہیے؟
- چھٹی کے وقت اسکول سے کس طرح باہر جانا چاہیے؟
- طلبہ کو بتائیں کہ معاشرے میں اٹھنے بیٹھنے کے آداب کا خیال رکھنے والوں کو عزت کی نگاہ سے دیکھا جاتا ہے جب کہ آداب کا خیال نہ رکھنے والوں کو پسند نہیں کیا جاتا۔
- طلبہ کو بتائیں کہ آج ہم اٹھنے بیٹھنے کے طریقے سیکھیں گے۔

### تصور کی پختگی: 20 منٹ



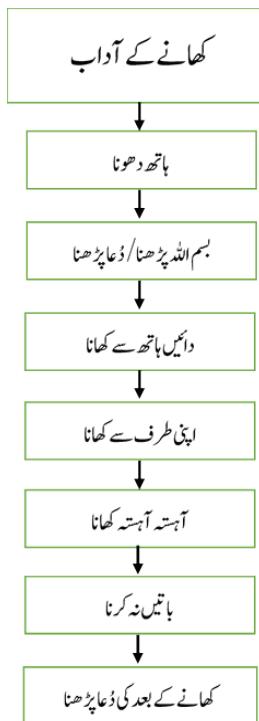
سرگرمی نمبر ۱:

1. اسٹاد/اسٹانی تختہ تحریر پر کھانے کے آداب کا چارٹ لگائیں۔
2. طلبہ سے پوچھیں کہ کھانا کھانے سے پہلے ہمیں کیا کرنا چاہیے؟
3. طلبہ سے ان آداب پر بات چیت کروائیں۔
4. طلبہ کو بتائیں کہ کھانا کھاتے ہوئے ہمیں ان آداب کا خیال رکھنا چاہیے۔

سرگرمی نمبر ۲:

1. اسٹاد/اسٹانی تختہ تحریر پر ”اٹھنے، بیٹھنے کے آداب“ کا عنوان تحریر کریں۔

2. طلبہ سے باری باری ان آداب سے متعلق سوالات پوچھیں جیسے جب کسی سے ملیں تو پہلے کیا کرنا چاہیے؟ وغیرہ



3. استاد / استاذی تختہ تحریر پر طلبہ کے جوابات لکھتے جائیں۔

4. مثلاً: سلام کرنا، جہاں جگہ ملے بیٹھنا، کسی شخص کو اُس کی جگہ سے نہ اٹھانا،

☒ سر گوشی نہ کرنا، کسی کے سامنے کھڑانہ ہونا۔ وغیرہ۔

5. طلبہ سے کہیں کہ ان آداب کا عملی زندگی میں خیال رکھیں۔

**نتیجہ / خلاصہ: 3 منٹ**



ان سرگرمیوں کے بعد طلبہ نشت و برخاست کے آداب کا خیال رکھ سکیں گے۔

**جاائزہ / جاچ: 5 منٹ**



1. طلبہ سے پوچھیں۔

☒ اگر محفل میں آگے جگہ نہ ہو تو کہاں بیٹھنا چاہیے؟

☒ اگر کوئی بات کر رہا ہوں تو ہمیں کیا کرنا چاہیے؟

☒ ہمیں کب بولنا چاہیے؟

**مشق: 2 منٹ**



طلبہ سے کہیں کہ وہ کمرا جماعت کے آداب والدین سے سیکھ کر کاپی میں لکھ کر لائیں اور جماعت میں ساتھیوں کو سنائیں۔

میں

8



# کہانی سن کر دھرا

## علم کے حوصلات طلبہ



- مختصر کہانی سن کر دھرا سکیں۔

## معلومات برائے اساتذہ

- کہانی میں طلبہ کی دل چسپی برقرار رکھنے کے لیے کہانی مبتاتے وقت آواز کے اتار چڑھاؤ اور مناسب مقامات پر وقفہ رکھنے کا خیال رکھیں۔
- اگر کہانی دل چسپ انداز میں سنائی جائے تو طلبہ غور سے سینیں گے اور کہانی کے کرداروں کے واقعات کو ذہن نشین کر لیں گے اور انھیں اپنے الفاظ میں بیان کر سکیں گے۔
- طلبہ کو درسی کتاب کے علاوہ بھی لوک کہانیاں جنہیں علاقائی کہانیاں بھی کہا جاتا ہے ضرور سنائیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ۔

## تعارف: 5 منٹ



1. طلبہ سے پوچھیں کیا آپ نے کبھی کہانی سنی ہے؟
2. چند طلبہ سے جوابات لیں۔ اور کسی ایک سے مختصر سی کہانی سنیں۔
3. طلبہ کی حوصلہ افزائی کریں۔
4. طلبہ کو جدول میں دی گئی کہانی بلند خوانی کی حکمت عملی کے زریعے سنائیں۔

ایک دن ایک بُلبل درخت کی ایک ٹہنی پر اُداس بیٹھا تھا۔ ایک گلنو اس کے پاس آیا اور اُداسی کی وجہ پوچھی۔ بُلبل نے کہا کہ دِن بھر کھانے پینے کی تلاش میں پھر تارہ اور اب اندھیرا ہو گیا ہے۔ جس کی وجہ سے گھر کا راستہ دکھائی نہیں دے رہا۔ گلنو نے کہا میرے پاس روشنی ہے میں تمہیں گھر چھوڑ کے آتا ہوں۔ گلنو اپنی روشنی میں اُسے گھر چھوڑ کر آگیا۔ اور یوں بُلبل بہت خوش ہوا۔

5. کسی ایک طالب علم / طلبہ سے کہانی دھرانے کا کہیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. درسی کتاب میں صفحہ نمبر ۱۱۶ پر دی گئی کہانی ”ننھے اقبال“ کی بلند خوانی کریں۔

2. دو تین طلبہ سے کہانی دہرانے کا کہیں۔
3. استاد/استاذی کہانی سناتے ہوئے ”مُحَمَّدِیں اور بَتَّانَیْنَ“ والے سوالات طلبہ سے پوچھیں۔
  - اقبال کہاں جا رہا تھا؟
  - اقبال اسکول کیوں جا رہا تھا؟
  - عمر کے ابو جان عمر کو کہاں لے کر گئے تھے؟
  - گاڑی رُکی تو عمر کو کیا نظر آیا؟
4. جوابات دینے پر طلبہ کی حوصلہ افزائی کریں۔
5. کہانی مکمل سنائیں۔

سرگرمی نمبر: ۲

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ جوڑوں میں سبق ”ننھے اقبال“ ایک دوسرے کو اپنے الفاظ میں سنائیں۔
3. پہلے ایک ساختی بیان کریں پھر دوسرا ساختی سنائے۔
4. جوڑوں کو اپنے الفاظ میں کہانی سنانے کے لیے ۵ منٹ کا وقت دیں۔
5. کسی ایک جوڑے کو کہانی سنانے کا کہیں۔

نتیجہ/خلاصہ: 3 منٹ



ان سرگرمیوں کے بعد طلبہ سُنی ہوئی کہانی کو دہرانے کے قابل ہو گئے ہیں۔

جانزہ/جاچ: 5 منٹ



1. دو یا تین طلبہ سے کہیں کہ وہ کہانی کو اپنے الفاظ میں دہرائیں۔
2. کہانی کو اپنے الفاظ میں دہرانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ آج آپ نے جو کہانی سُنی ہے گھر میں اپنے اُمی، ابُو اور بہن بھائیوں کو سنائیں۔

نوُس

# تفہیمی سوالات کے جوابات دینا

## علم کے حوصلات طلبہ



- قومی زبان میں سادہ کہانی سن کر تفہیمی سوالات کے درست جوابات دے سکیں۔

## معلومات برائے اساتذہ

- حرکات و سکنات اور موثر لب و لبج کا استعمال کرتے ہوئے کہانی کو دل چسپ بنائیں تاکہ طلبہ کہانی سننے میں دل چھپی لیں۔
- کہانی سناتے ہوئے واقعات کی ترتیب اور تسلسل کا خیال رکھیں۔
- طلبہ کو موقع دیں کہ کہانی کے درمیان اور اختتام کے بارے میں پیش گوئی کریں۔
- طلبہ کو پچوں کے رسائل اور کہانی کی کتابوں سے دل چسپ کہانی منتخب کر کے سنائیں جو ان کی عمر، ذہنی استعداد اور درجے کے مطابق ہو۔
- طلبہ بڑے شوق سے کہانیاں سنتے اور سناتے ہیں۔ لہذا انھیں بھی موقع دیں کہ وہ اپنی کوئی کہانی سنائیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جہازن وغیرہ۔

## تعارف: 5 منٹ



1. طلبہ سے پوچھیں کہ آپ نے گھر میں ایسی، ابتو یا بہن بھائی سے کوئی کہانی سنی ہو تو کوئی ایک طالب علم / طالبہ اپنے ساتھیوں کو سنائے۔
2. طلبہ کی سنائی ہوئی کہانی میں سے کوئی سے دو تفہیمی سوالات پوچھیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. درسی کتاب میں دی گئی کہانی (آڈیل کر کام کریں) صفحہ نمبر 93 سے طلبہ کو پڑھ کر سنائیں۔
2. تمام طلبہ کو اپنی طرف متوجہ کریں اور انھیں غور سے کہانی سنائیں۔
3. کہانی کے آغاز میں طلبہ سے پوچھیں کہ کیا آپ نے کبھی کسی پرندے کا گھونسلا دیکھا ہے؟
4. جواب ہاں کی صورت میں طلبہ سے چند گھونسلے بنانے والے پرندوں کے نام اخذ کروائیں۔
5. اب طلبہ کو درسی کتاب میں دی گئی تصویر دکھاتے ہوئے بتائیں کہ آج ہم جو کہانی پڑھیں گے وہ چڑیا کے گھونسلے کے بارے میں ہے اور کہانی کا نام ہے ”آڈیل کر کام کریں“۔
6. کہانی سناتے ہوئے کہانی میں دیے گئے ”ٹھہریں اور بتائیں“ والے سوالات طلبہ سے پوچھیں۔

7. کہانی کو مکمل سنائیں۔

سرگرمی نمبر: ۲

1. طلبہ سے دیے گئے سوالات پوچھیں۔

▢ راشد کو کیا موسم پنڈ تھا؟

▢ چڑیا کیوں پریشان تھی؟

▢ چڑیا کا گونسلاز مین پر کیسے گرا؟

▢ اس کہانی سے آپ نے کیا سبق سیکھا؟

2. طلبہ سے سوال پوچھ کر سوچنے کے لیے ۲ منٹ کا موقع دیں۔

3. جو طلبہ جواب دینا چاہتے ہیں ان سے ہاتھ کھڑے کروائیں۔

4. دوسرے تین طلبہ کو جوابات دینے کا موقع دیں۔ ذرست جوابات دینے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3 منٹ



کہانی غور سے سننے کے بعد طلبہ تفہیمی سوالات کے درست جوابات دینے کے قابل ہو گئے۔

جاائزہ/جائچ: 5 منٹ



اُستاد/اُتنا فی طلبہ کو بچوں کے رسالے یا بچوں کا اخبار میں سے دل چسپ کہانی سنائیں اور اُس کے کرداروں کے بارے میں سوالات پوچھیں۔

مشق: 2 منٹ



گھر میں امی، ابو سے کوئی کہانی ٹھن کر اُس میں تین سوالوں کے جوابات لکھ کر لائیں۔

نوٹس

## کسی عنوان پر خود سے جملے لکھنا

### علم کے حاصلاتِ طلبہ



- کسی عنوان پر خود سے تین سے پانچ جملے لکھ سکیں۔

### معلومات برائے اساتذہ

- طلبہ سادہ الفاظ پر مشتمل چھوٹے جملے بناسکتے ہیں۔ ان کی اس قابلیت کو آگے بڑھاتے ہوئے ایک ہی عنوان پر تین سے پانچ جملے بنانے کے قابل بنانا ہے۔
- کسی بھی عنوان پر جملے بنانا طلبہ کے ادراک کو بڑھاتا ہے۔
- ذخیرہ الفاظ کا مناسب استعمال طلبہ کے فہم و تعلم میں مدگار ثابت ہوتا ہے۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن۔ بصری الفاظ جیسے: یہ، وہ، ہیں، ہوں، ہے، ہم وغیرہ لکھ لیں۔

### تعارف: 5 منٹ



- طلبہ سے کہیں کہ وہ اپنا تعارف مکمل جملے میں کرنے کے بارے میں سوچیں۔
- جیسے: ”میرا نام شہیر احمد ہے اور میں ایبٹ آباد میں رہتا ہوں“ / ”میرا نام حفصہ ہے اور میں کوہاٹ میں رہتی ہوں۔
- دو طلبہ سے ان کا تعارف کروائیں۔

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ کے چار گروپ بنائیں۔
2. کمرا جماعت میں موجود چیزوں کے نام کے فلیش کارڈ لگائیں۔ جیسے: میر، کرسی، دروازہ، پنکھا، کھڑکی، دیوار، کوڑادان، تختہ تحریر، سونچ بورڈ، الماری، بلب وغیرہ۔
3. ہر گروپ سے کہیں کہ کمرا جماعت میں موجود کم از کم چار چیزوں کے بارے میں ایک ایک جملہ بنائیں۔
  - جیسے: میز لکڑی سے بنی ہوئی ہے۔ یہ میز لکڑی کی ہے۔
4. طلبہ سے کہیں کہ ہر گروپ کے بنائے جانے والے جملے کاپی پر لکھیں۔
5. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔
6. اب ہر گروپ سے بنائے جانے والے جملے پوچھیں اور ایک دوسرے کو دکھائیں۔

سرگرمی نمبر ۲

1. یہ سرگرمی طلبہ سے جوڑوں میں کروائیں۔
  2. طلبہ کو اسکول کے میدان میں لے جا کر کہیں کہ آپ کو اپنے اسکول میں جو بھی چیزیں نظر آتی ہیں انھیں دیکھتے ہوئے جملے بنائیں۔
  3. طلبہ کے کام کی نگرانی اور رہنمائی کریں۔
  4. طلبہ سے بنائے جانے والے جملے پوچھیں۔
  5. طلبہ کے کیے گئے کام پر ان کی حوصلہ افزائی کریں۔

نیتیہ / خلاصہ: 3 منٹ



بصري الفاظ کا استعمال کرتے ہوئے طلبہ سے کمرا جماعت میں انفرادی طور پر ایک جملہ بنوایا جائے۔ جس سے ان کے ذخیرہ الفاظ میں اضافہ ہوگا اور کسی بھی عنوان پر جملہ لکھ سکیں گے۔

جائزہ/جانچ: 5 منٹ



1. طلبہ کو انفرادی طور پر کام کرنے کا کہیں۔
  2. عنوان ”میرا دوست“ پر چار سے پانچ جملے لکھوانے کا کہیں۔
  3. طلبہ سے ان کے بنائے ہوئے جملے پوچھیں۔
  4. درست جملے بنانے پر طلبہ کی راہ نمائی کریں اور ان کی حوصلہ افزائی کریں۔

مشق: 2 منت



طلہ سے کہیں کہ گھر میں عنوان ”مر اخاندان“ رہتی جملے کا پیوں پر لکھیں اور اگلے دن جماعت میں سنائیں۔

نوٹس

## غیر اخلاقی حرکات و اشارات

### علم طلبہ کے حاصلات



- کسی بھی شخص کی غیر اخلاقی حرکات و اشارات کے بارے میں والدین یا اساتذہ کو بتا سکیں۔

### معلومات برائے اساتذہ

- کرا جماعت میں طلبہ سے دوستانہ ماحول برقرار رکھیں تاکہ وہ کوئی بھی بات اُستاد / اُستاذی سے کرتے ہوئے ہچکپاہٹ محسوس نہ کریں۔
- جب تک آپ طلبہ کو اپنے آپ سے ماؤس نہیں کروائیں گے تو وہ کوئی بھی غیر اخلاقی بات جو کسی دوست یا اجنبی شخص کی طرف سے ہو گی اساتذہ کو نہیں بتائیں گے جس سے انھیں نقصان کا اندریشہ ہو سکتا ہے۔
- کسی بھی اجنبی شخص کی حرکات و اشارات کے بارے میں طلبہ کو آگاہی دیں تاکہ وہ کسی بھی غیر اخلاقی حرکت کے بارے میں والدین اور اساتذہ کو بروقت بتائیں۔
- کسی بھی شخص کی غیر اخلاقی حرکات و اشارات بروقت بتانے سے طلبہ اساتذہ اور والدین آئندہ کی پریشانی سے بچ سکتے ہیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر / چاک، ڈسٹر / جھاڑن وغیرہ۔

### تعارف: 5 منٹ



طلبہ سے پوچھیں

- آپ بازار کس کے ساتھ جاتے ہیں؟ (امی، ابو، بہن، بھائی)
- کیا آپ کسی ایسے شخص کے ساتھ جانا پسند کریں گے جس کو آپ نہ جانتے ہوں؟
- طلبہ کو بتائیں کہ اگر کوئی اجنبی شخص آپ کو اپنے ساتھ لے جانے کا کہے تو فوری مدد کے لیے شور چائیں اور آپ نے اپنے ابو، امی بڑے بھائی یا اساتذہ / اُستاذی کو اس بارے میں ضرور بتانا ہے۔

### تصور کی چیختگی: 20 منٹ



سرگرمی نمبر ۱:

- طلبہ سے کہیں کہ آج میں آپ کو نظم "امی ابو کو بتاؤ" سناؤں گا / گی۔ (درسی کتاب جماعت اول صفحہ نمبر ۱۶۶)
- باؤز بلند، درست تلفظ اور ٹرک کے ساتھ مکمل نظم خوانی کریں۔
- اب طلبہ سے کہیں کہ میرے ساتھ پڑھیں۔ (اساتذہ / اُستاذی نظم پڑھے طلبہ اس کے ساتھ پڑھیں گے)
- دو تین طلبہ سے انفرادی طور پر نظم پڑھوائیں۔

5. باری باری پڑھنے سے طلبہ نظم میں موجودہ پوشیدہ پیغام کو سمجھ سکیں گے۔

سرگرمی نمبر: ۲

1. نظم میں موجود تصاویر طلبہ کو دکھائیں اور سوال کریں۔
2. پہلی اور دوسری تصویر میں آپ کو کیا نظر آ رہا ہے؟
3. اگر کوئی اجنبی شخص آپ کو ٹانی دے کر بہکانے کی کوشش کرے تو آپ کس کو بتائیں گے؟
4. تیسرا تصویر میں بچہ اجنبی شخص پر غصہ کیوں کر رہا ہے؟
5. چوتھی تصویر میں اجنبی شخص بچے کو پیسے کیوں دے رہا ہے؟
6. اگر آپ کو کوئی اجنبی شخص پیسے دے تو آپ کیا کریں گے؟
7. طلبہ سے جوابات سُنیں اور نصیحت کریں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی بھی اجنبی شخص کی غیر اخلاقی حرکات و اشارات کے بارے میں اساتذہ اور والدین کو آگاہ کر سکتے ہیں۔

جانزہ/جانچ: 5 منٹ



طلبہ سے اخذ کروائیں:

1. اگر انہیں کوئی اجنبی عورت یا اجنبی مرد کوئی ٹانی، چالکیٹ یا پیسے دے کر بلائے یا ساتھ لے جانا چاہے تو آپ کس کو بتائیں گے؟

مشق: 2 منٹ



طلبہ سے کہیں۔

1. ابھی کون کون سی غیر اخلاقی حرکات و اشارات ہیں۔ جس کے بارے میں والدین یا اساتذہ کو بتانا چاہیے۔ کوئی سی دو اپنی کاپی پر لکھ کر لائیں۔

نوٹس

# گا، گی، گے میں فرق کرنا

## علم کے حاصلات طلبہ



- گا، گی، گے کا فرق جان سکیں۔

## معلومات برائے اساتذہ

- طلبہ کو سمجھائیں کہ گا (واحد مذکور کے لیے)، گی (واحد مؤنث کے لیے) اور گے (دو یا دو سے زیادہ لوگوں کے لیے) استعمال ہو گا۔
- گا، گی اور گے کے استعمال پر طلبہ سے جملے بناؤے جائیں۔
- گا/گی/گے آنے والے زمانے کے لیے استعمال ہوتا ہے۔

## دورانیہ: 35 منٹ / ایک پیپرڈیڈ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / مارکر، ڈسٹر / جھاڑن، (گا، گی، گے) کے فلیش کارڈز

## تعارف: 5 منٹ



1. گا۔ گی۔ گے کے فلیش کارڈ طلبہ کو دکھائیں۔
2. طلبہ سے فلیش کارڈ پر لکھے گئے لفظ پڑھنے کا کہیں۔
3. تختہ تحریر پر گا۔ گی۔ گے لکھیں اور طلبہ کو بتائیں کہ گا، گی اور گے کا استعمال آنے والے زمانے کے لیے ہوتا ہے۔
- مثلاً: اسد سکول جائے گا۔                  ہم خط لکھیں گے۔                  عائشہ کام کرے گی۔                  وغیرہ

## تصور کی پختگی: 20 منٹ



## سرگرمی نمبر 1:

1. طلبہ کو تین گروپوں میں تقسیم کریں گے۔
2. طلبہ سے کہیں کہ وہ گروپ میں تین جملے بنائیں جن میں گا، گی، گے کا استعمال ہو۔
3. طلبہ کے کام کی نگرانی کریں۔
4. سرگرمی مکمل کرنے کے لیے 10 منٹ کا وقت دیں۔
5. طلبہ سے کہیں کہ لکھے ہوئے جملے جماعت کے سامنے بنائیں۔
6. جملے بنانے پر طلبہ کی حوصلہ افزائی کریں۔

1. دیے گئے جملے تختہ تحریر پر لکھیں۔
  - علی بازار جائے۔۔۔ (گا، گی، گے)
  - فاطمہ کھانا کھائے۔۔۔ (گا، گی، گے)
  - ہم اسکول جائیں۔۔۔ (گا، گی، گے)
2. ہر گروپ سے کہیں کہ ان جملوں میں گا، گی اور گے کا استعمال کر کے جملے مکمل کریں۔
3. ہر گروپ کا ایک طالب علم / طالبہ کھڑا ہو کر اپنے جملے پڑھے گا۔
4. باقی گروپ اپنے جملوں کا ازخود جائزہ لیں گے۔
5. گا، گی، گے کے درست استعمال پر طالبہ کی حوصلہ افزائی کی جائے۔

نتیجہ / خلاصہ: 3 منٹ



طلبہ گا، گی، گے میں فرق اور جملوں میں مناسب استعمال کر سکیں گے۔

جاائزہ / جانچ: 5 منٹ



1. طلبہ سے کہیں کہ میں چند جملے بولوں گا اور آپ نے اُن میں گا، گی اور گے کا استعمال کرنا ہے۔
  - میں کام کروں۔۔۔
  - عائشہ کھیلنے جائے۔۔۔
  - ہم گھونمنے جائیں۔۔۔
  - حارث بازار جائے۔۔۔

مشق: 2 منٹ



طلبہ سے کہیں کہ گھر سے کاپی پر تین جملے لکھ کر لائیں جن میں گا، گی اور گے کا استعمال ہو اور اگلے دن اپنے ساتھیوں کو بتائیں۔

نوٹس

# محررہ نشانات، سنگ میل اور سائنس بورڈ دیکھ کر سمجھنا

## طلبہ کے حاصلاتِ تعلم



- محررہ نشانات، سنگ میل اور سائنس بورڈ دیکھ کر سمجھ سکیں۔

## معلومات برائے اساتذہ

- محررہ نشانات، سنگ میل اور سائنس بورڈ کسی اہم جگہ یا عمارت کی نشان دہی کے لیے لکھے اور نصب ہوتے ہیں۔
- ٹریفک سنگل کا مقصد عموماً سڑکوں پر ٹریفک کی رہنمائی اور حادثات سے بچانا ہے۔ طلبہ میں ابتدائی سے ان کی آگاہی پیدا کرنا زندگی کی اہم مہارتوں میں شمار ہوتا ہے۔
- زندگی کی مہارتوں سے طلبہ میں اعتماد پیدا ہوتا ہے اور طلبہ ان محررہ نشانات، سنگ میل اور سائنس بورڈ دیکھ کر رہ نمائی حاصل کر سکتے ہیں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائیں

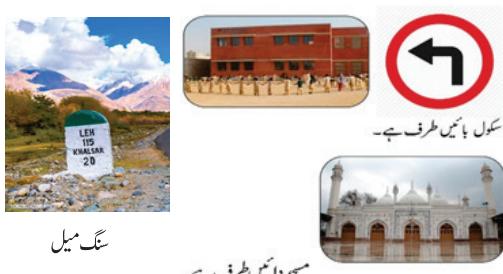


درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / مار کر، ڈسٹر / جھاڑن، سادہ کاغذ، سائنس بورڈ کی تصاویر، گئے کا خالی ڈبہ۔

## تعارف: 5 منٹ



اُستاد / اُستاذی درج ذیل سائنس بورڈ کی تصاویر کرا جماعت کی دیواروں پر لگائیں۔



طلبہ سے کہیں کہ آپ کو آج کلاس میں کیا نئی چیز نظر آ رہی ہے؟

□ ان تصویروں میں کیا نظر آ رہا ہے؟

□ یہ تصویریں آپ نے کہیں اور بھی دیکھی ہیں؟

اُستاد / اُستاذی طلبہ کو بتائیں کہ ان تصاویر کو سائنس بورڈ کہا جاتا ہے۔

تصاویر: (اسکول، مسجد، سنگ میل وغیرہ)۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. اُستاد / اُستاذی ایک ایک کر کے سائنس بورڈ کی تصویر تختہ تحریر پر چپاں کریں اور ہر تصویر کے بارے میں طلبہ کو معلومات فراہم کریں۔

ضروری سائنس بورڈ



بیان سے سڑک پار کریں۔



بیان جانا نہ ہے۔



بیان جانا نہ ہے۔



بیان جانا نہ ہے۔



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بیان جانا نہ ہے۔



بیان جانا نہ ہے۔

2. اُستاد/اُستانی وضاحت کرتے ہوئے بتائیں کہ اس طرح کی تصاویر کے بورڈ ہماری رہنمائی کے لئے لگائے جاتے ہیں۔
3. ان کی مدد سے ہمارے لئے مختلف جگہوں پر جیسے: شفاغانہ، اسکول، اور مسجد تک پہنچنا آسان ہو جاتا ہے۔ خاص طور پر جب ہم کسی نئی جگہ جائیں۔

#### سرگرمی نمبر ۲:

1. طلبہ کو درج ذیل تین سائنس بورڈ دکھا کر پوچھا جائے کہ ان میں تیر کا نشان کیوں ہے؟ تینوں تصویروں میں کیا فرق ہے؟
2. تصاویر: ( دائیں جانب مڑیں، باائیں جانب مڑیں، سیدھے جائیں)۔ اُستاد/اُستانی طلبہ کو لائن میں کھڑا کریں۔
3. طلبہ کو ہدایت کی جائے کہ جو سائنس بورڈ دکھا یا جائے اس کے مطابق انہوں نے مڑنا ہے۔ مثلاً: دائیں جانب مڑنے کا سائنس بورڈ دکھائیں۔ جو طلبہ غلط سمت میں جانے لگیں۔ اُستاد/اُستانی اُن طلبہ کی رہنمائی دائیں جانب مڑیں۔ دائیں جانب مڑیں۔
4. اس طرح طلبہ نہ صرف ان سائنس بورڈز سے واقف ہو جائیں گے بلکہ مختلف سمتوں کی سمجھ بوجھ بھی پیدا ہوگی۔ سیدھے جائیں۔

#### سرگرمی نمبر ۳:

1. اب اُستاد/اُستانی ایسے دو سائنس بورڈ طلبہ کو دکھائیں جن میں سے ایک پر لکھا ہو، دائیں مڑنا منع ہے اور اس پر کاٹے کا نشان لگا ہو دوسرا پر لکھا ہو باائیں مڑنا منع ہے اور کاٹے کا نشان ہو۔ جیسے:
2. اُستاد/اُستانی طلبہ سے پوچھیں کیا یہ سائنس بورڈ پچھلے سائنس بورڈ جیسے ہیں یا مختلف ہیں؟
3. اُستاد/اُستانی طلبہ کے جوابات سننے کے بعد وضاحت کریں کہ اس طرح کے سائنس بورڈ ہمیں دائیں یا باائیں جانب مڑنے سے منع کرتے ہیں۔
4. طلبہ سے پچھلی سرگرمی کی طرح ان سائنس بورڈز کے استعمال کی مشق کروائی جائے۔

#### نتیجہ/خلاصہ: 3 منٹ



1. طلبہ محیرہ نشاتات، سنگ میل اور سائنس بورڈ کی روز مرہ زندگی میں اہمیت سے واقف ہو چکے ہیں۔
2. طلبہ سمجھ گئے ہیں کہ محیرہ نشاتات، سنگ میل اور سائنس بورڈ ہماری رہنمائی کرتے ہیں کہ ہمیں کس سمت میں جانا چاہیے اور کس سمت میں جانا منع ہے۔

#### جاائزہ/جاچ: 5 منٹ



1. اُستاد/اُستانی گئے کے ڈبے میں چند سائنس بورڈ کی تصویر کی پہچیاں ڈالیں۔
2. ہر طالب علم سے کہا جائے کہ وہ ایک پرچی اٹھائے۔
3. اپنی پرچی کو اٹھا کر کرا جماعت کے سامنے آکر بتائے کہ اس سائنس بورڈ کا کیا مطلب ہے؟
4. اُستاد/اُستانی طلبہ کا کام کرا جماعت کے دیواروں پر آویزاں کرے۔

#### مشق: 2 منٹ



ہر طلبہ اپنے راستے میں آنے والے کے کوئی سے دو سائنس بورڈ کی تصویریں بنائے اور اگلے دن اپنے ساتھیوں کو دکھائیں۔

## ختمه اور سوالیہ نشان کا استعمال

### طلبہ کے حاصلاتِ تعلم



- ختمہ اور سوالیہ نشان کی پہچان کر سکیں۔

### معلومات برائے اساتذہ

- رموز ”رمز“ کی جمع ہے جس کا مطلب ہے علامت یا اشارہ۔
- جبکہ اوقاف، وقف کی جمع ہے جس کے معنی ٹھہر نے یارکنے کے ہیں۔
- یعنی رموز اوقاف اُن علامات یا اشاروں کو کہتے ہیں جو کسی عمارت کے ایک جملے کے ایک حصے کو اس کے باقی حصوں سے علیحدہ کرنے کے لیے استعمال کی جاتی ہیں۔ اس کو انگریزی زبان میں (Punctuation) بھی کہتے ہیں۔
- قواعد میں رموز اوقاف کو بہت اہمیت حاصل ہے۔ جیسے: ختمہ / وقف (۔) یہ علامت جملے کے اختتام کا ظاہر کرتی ہے۔ سوالیہ: (؟) یہ علامت جملے کے آخر میں لگائی جاتی ہے جو کہ جملے کو سوالیہ انداز میں ظاہر کرتی ہے۔
- اُستاد / اُستاذی طلبہ کو سادہ جملوں میں ختمہ اور سوالیہ کا درست استعمال سکھائیں۔

### دورانیہ: 35 منٹ / ایک پیریڈ



### وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / مارکر، ڈسٹر / جھارن، گتے سے بنائے گئے ختمہ اور سوالیہ نشان کے اشکال، فیلیش کارڈز، چارٹ وغیرہ۔

### تعارف: 5 منٹ



1. اُستاد / اُستاذی ختمہ اور سوالیہ کے استعمال کے بغیر کچھ جملے تختہ تحریر پر لکھے۔
  - جیسے آپ کا کیا نام ہے
  - یہ میری اردو کی کتاب ہے
2. اب طلبہ سے پوچھیں کہ کیا یہ جملے درست لکھے ہوئے ہیں۔
3. طلبہ کے جوابات آنے یانہ آنے کی صورت میں اُستاد / اُستاذی خود ان جملوں کے آگے ختمہ اور سوالیہ کا نشان لگا کر ان کو مکمل کریں۔
4. طلبہ کو واضح کریں کہ ختمہ اور سوالیہ نشان کے بغیر جملے ادھورے رہتے ہیں۔
5. جملوں کو مکمل کرنے کیلئے ہمیں ختمہ اور سوالیہ نشان کا سہارا لینا پڑتا ہے۔
6. طلبہ کو گتے سے بنائی گئی ختمہ اور سوالیہ نشان کے اشکال دکھائیں اور ان کا استعمال سکھائیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

فیش کارڈ پر بغیر ختمہ اور سوالیہ نشان کے دیے گئے جملے لکھیں۔

- یہ میرا گھر ہے
  - کیا وہ میری کتاب ہے
  - یہ میری کتاب ہے
  - احمد اسکول کیوں جا رہا ہے
- فیش کارڈ طلبہ میں تقسیم کریں۔

3. طلبہ کو جملہ پڑھ کر ختمہ اور سوالیہ نشان لگانے کی ہدایت کریں جیسے:

- یہ میرا سکول ہے
- آپ کے والد کیا کرتے ہیں

4. اُستاد / اُستاذی طلبہ کی ختمہ اور سوالیہ نشان لگانے میں مناسب رہ نمائی کریں۔

5. اُستاد / اُستاذی جملوں پر مبین چارٹ تختہ تحریر پر آویزاں کریں۔

6. باری باری طلبہ کو بلائے اور جملوں میں ختمہ اور سوالیہ نشان لگانے کی ہدایت کریں۔

7. کام کے دوران اُستاد / اُستاذی طلبہ کی رہ نمائی اور حوصلہ افزائی بھی کریں۔

سرگرمی نمبر ۲:

1. طلبہ کو جوڑوں میں تقسیم کریں۔

2. ہر جوڑے کو کہیں کہ اپنی کاپی پر دو جملے لکھیں ایک جس میں ختمہ اور دوسرے جملے میں سوالیہ نشان لگائیں۔

3. طلبہ کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔

4. سرگرمی مکمل کرنے کے بعد چند جوڑوں سے جملے تختہ تحریر پر لکھوائیں۔

## نتیجہ / خلاصہ: 3 منٹ



طلبہ ختمہ / وقت کی علامت (-) اور سوالیہ علامت (?) جملوں میں درست استعمال کر سکتے ہیں۔

## جانزہ / جانچ: 5 منٹ



1. تختہ تحریر پر فیل کے جملے لکھیں اور طلبہ سے کہیں کہ جملے میں درست ختمہ اور سوالیہ نشان کا استعمال کر کے دوبارہ لکھیں۔

- آپ کے والد کا کیا نام ہے۔

- یہ میری گڑیا ہے؟

## مشق: 2 منٹ



طلبہ کو کہیں کہ ختمہ اور سوالیہ نشان کا استعمال کر کے دو جملے اپنی کاپی میں لکھ کر لائیں۔

# ماحول سے متعلق کسی عنوان پر جملے لکھنا

## علم کے حوصلات طلبہ



- اُستاد کی مدد سے ماحول سے متعلق کسی عنوان پر پانچ جملے لکھ سکیں۔

## معلومات برائے اساتذہ

- طلبہ کو بتانا ضروری ہے کہ ہمارے ارد گرد پائی جانے والی چیزیں ہمارا ماحول کہلاتی ہیں۔
- طلبہ کے ذخیرہ الفاظ میں اضافہ کرنے کے لیے طلبہ کی ذاتی زندگی سے متعلق عنوان پر چھوٹے چھوٹے جملے لکھوائیں۔
- ماحول سے متعلق عنوانات جیسے: میرا گھر، میرا خاندان، میرا دوست، میرا گاؤں، صفائی، درختوں کے فائدے وغیرہ۔
- طلبہ میں تحریک پیدا کرنے کے لیے پر چند جملے لکھنے کے لیے کہیں۔
- روزانہ کی بنیاد پر ایک نیالظ / معنی کے ساتھ ضرور سکھائیں تاکہ طلبہ کے ذخیرہ الفاظ میں اضافہ ہو۔
- طلبہ سے سوال مکمل جملے کی صورت میں کریں اور جواب بھی مکمل جملے کی صورت میں لیں لیں تاکہ عام بول چال میں بھی طلبہ جملے کی صورت میں ہی اپنی بات مکمل کریں۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / امار کر، ڈسٹر / جہاڑن وغیرہ۔

## تعارف: 5 منٹ



- طلبہ سے پوچھیں کہ ان کے گھر میں پودے ہیں؟
- جو طلبہ ہاں میں جواب دیں ان سے پوچھیں کہ وہ ان کا خیال کیسے رکھتے ہیں؟
- دو طلبہ سے جوابات لیں۔

## تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

- تختہ تحریر پر عنوان ”درخت لگانا“ لکھیں۔
- طلبہ کو جوڑوں میں بٹھائیں۔
- طلبہ کی حوصلہ افزائی کریں کہ وہ ”درخت لگانا“ کے عنوان پر کم از کم ایک جملہ بتائیں۔
- طلبہ کی طرف سے بتائے جانے والے جملے تختہ تحریر پر لکھیں۔
- سرگرمی کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔

6. صحیح جملے بتانے والے طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر: ۲

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. تمام گروپوں کو ایک ہی عنوان دیں۔ (درجتوں کے فوائد)
3. تمام گروپ دیے گئے عنوان پر پانچ، پانچ جملے لکھیں۔
4. طلبہ سے کہیں کہ وہ جملے پڑھ کر سنائیں۔
5. استاد/استاذی طلبہ کی مناسب رہنمائی کریں اور صحیح کام پر حوصلہ افزائی کریں۔
6. سرگرمی کے لیے طلبہ کو ۰۰ امنٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3 منٹ



طلبہ کسی بھی عنوان پر خود سے تین سے پانچ جملے لکھنے کے قابل ہو گئے ہیں۔

جانزہ/جانچ: 5 منٹ



1. تختہ تحریر پر عنوان "میرا گھر" لکھیں۔
2. تمام گروپوں میں سے طلبہ ایک ایک جملہ تختہ تحریر پر لکھیں۔
3. طلبہ کی طرف سے بتایا جانے والا جملہ تختہ تحریر پر لکھیں۔
4. صحیح جملہ بتانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



تمام طلبہ عنوان "صفائی" پر گھر سے پانچ جملے لکھ کر لائیں۔

نوٹس

## روز مرہ امور کے متعلق سوالات کے جوابات دینا

### طلبہ کے حاصلاتِ تعلم



- اپنے اور اپنے گرد و پیش سے متعلق روز مرہ امور کے بارے میں پوچھے گئے سوالات کے جوابات دے سکیں۔

### معلومات برائے اساتذہ

- روز مرہ زندگی میں اردو بول چال کی بہت اہمیت ہوتی ہے۔ اس کے ذریعے بچے اپنے خیالات اور احساسات دوسروں تک پہنچاتے ہیں اور اپنی پسند اور ناپسند کا اظہار کرتے ہیں۔
- اپنے روز مرہ امور کے بارے میں بتاسکتے ہیں۔ اپنے گھر، دوستوں اور اسکول کے بارے میں بتاسکتے ہیں۔
- بچوں میں سوالات پوچھنے اور سوالات کے جوابات دینے کی صلاحیت پیدا ہوتی ہے اور ان کی جھجک دور ہوتی ہے۔

### دورانیہ: 35 منٹ/ایک پیریڈ



### وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، مارکر/اچاک، ڈسٹر/جھاڑن وغیرہ۔

### تعارف: 5 منٹ



1. طلبہ سے پوچھیں کہ آپ کے اسکول کا کیا نام ہے؟
2. جواب دینے کے لیے طلبہ سے ہاتھ کھڑا کرنے کا کہیں۔
3. کوئی سے دو طلبہ سے پوچھیں کہ ہم اسکول میں کون کون سے کام کرتے ہیں؟
4. بتائے گئے کاموں کے بارے میں باقی طلبہ سے پوچھیں، کہ کیا وہ بھی یہ کام کرتے ہیں؟

### تصور کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. نمونے کے طور پر کسی ایک طالب علم / طالبہ سے دیے گئے سوالات پوچھیں۔
  - آپ کے کتنے بہن بھائی ہیں؟
  - آپ کے والد کیا کرتے ہیں؟
  - آپ گھر میں کون کون سے کام کرتے ہیں؟
  - آپ گھر میں اگی، اب تو کا ہاتھ کیسے بٹاتے ہیں؟
3. یہی سوالات طلبہ جوڑوں میں ایک دوسرے سے پوچھیں۔

4. اُستاد/ اُستاذی گفاری کریں اور بوقتِ ضرورت طلبہ کی معاونت کریں۔

سرگرمی نمبر: ۲

1. طلبہ سے درج ذیل سوالات پوچھیں اور جواب دینے کے لیے ہاتھ کھڑا کرنے کا کہیں۔
2. آپ گھر سے اسکول آتے ہوئے کون کون سے کام کرتے ہیں؟
3. آپ گھر میں ابیٰ اور ابو کی مدد کیسے کرتے ہیں؟
4. آپ دن میں کس وقت کھلتے ہیں؟

نتیجہ / خلاصہ: 3 منٹ



1. اپنے گردوبیش اور روز مرہ زندگی سے متعلق پوچھے گئے سوالات سے طلبہ میں سوالات کو سمجھنے اور اس کے بارے میں بات چیت کرنے کا اختیار پیدا ہوتا ہے۔
2. طلبہ کو وقتاً فوتاً ایسے موقع ضرور دیں۔

جانزہ / جائز: 5 منٹ



1. اگر آپ کا کوئی ساتھی گھر کے کاموں میں والدین کی مدد نہیں کرتا یا کرتی تو آپ اُسے کیسے سمجھائیں گے؟
2. دو یا تین طلبہ سے جوابات لیں۔
3. جوابات دینے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2 منٹ



طلبہ سے کہیں کہ آج گھر میں کیے جانے والے کاموں کی فہرست اپنی کاپیوں پر لکھیں اور کل جماعت میں آکر دکھائیں۔

نوٹس

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# تصویر یا ماؤل دیکھ کر جملے لکھنا

## علم کے حوصلات طلبہ



- تصویر/ماؤل دیکھ کر تین سے پانچ جملوں میں اپنے خیالات کا تحریری اظہار کر سکیں۔

## معلومات برائے اساتذہ

- زبان سیکھنے کے مقاصد میں سے ایک مقصد اپنے خیالات و نظریات اور مطبع نظر کا ابلاغ بھی ہیں۔
- تحریری اظہار زبانی مہارتوں میں شامل ہیں۔
- مشق اور اعادہ کے ذریعے اس فن کو سیکھا جا سکتا ہیں۔
- ابتدائی جماعتوں میں تصاویر یا ماؤل کو دیکھ کر اس کے بارے میں طلبہ سے سادہ ترین جملے لکھوانے کی مشق کرائی جائے۔
- یہ مہارت طلبہ کی مشاہداتی اور تخلیقی صلاحیتوں کو جلا بخشتی ہے۔

## دورانیہ: 35 منٹ / ایک چہرہ



## وسائل اذرائیں



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / مارکر، چارٹ۔

## تعارف: 5 منٹ



1. طلبہ کے سامنے "قومی پرچم" کی تصویر رکھیں اور طلبہ سے پوچھیں کہ اس پرچم کے بارے میں آپ کیا جانتے ہیں؟

## تصور کی چیختگی: 20 منٹ



سرگرمی نمبر ۱:

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. گروپوں کو درسی کتاب کے صفحہ نمبر ۱۲۵ پر دی گئی چار تصویروں میں سے ایک تصویر تفویض کریں۔
3. ہر گروپ کو دی گئی تصویر پر تین تین جملے لکھنے کو کہیں۔
4. طلبہ تصویر دیکھ کر جملے اپنی کاپی پر لکھیں۔
5. اس سرگرمی کیلئے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر ۲:

1. سرگرمی نمبر ۲ کے لیے وہی گروپ برقرار رکھیں۔
2. ہر گروپ لیڈر کمرا جماعت کے سامنے آکر دی جانے والی تصویر باقی طلبہ کو دکھائے۔

3. گروپ لیڈر تصویر پر لکھے جانے والے تین جملے باقی طلبہ کو پڑھ کر سنائے۔
  4. کام مکمل کرنے پر ہر گروپ کی حوصلہ افزائی کریں۔
  5. اس سرگرمی کے لیے ہر گروپ کو ۲ منٹ دیں۔

نتیجہ / خلاصہ: 3 منٹ



- طلبہ کو تصویر پر غور کروانے اور بار بار مشق کروانے سے اُن کی تخلیقی صلاحیتیں بڑھتی ہیں جس سے اُن میں تصویر پر جملے لکھنے کی قابلیت پیدا ہوتی ہے۔
  - طلبہ تصویر / ماؤل دیکھ کر اپنے خیالات کا تحریری اظہار کر سکتے ہیں۔

جائزه/جانچ: 5 منٹ



- طلبہ کو درسی کتاب کے صفحہ نمبر ۱۵۶ پر دی گئی تصاویر دکھائیں اور سوالات پوچھیں۔ جیسے:

  - موسم گرما میں زیادہ پیاس کیوں لگتی ہے؟
  - سردیوں میں کن علاقوں میں برف باری ہوتی ہے؟
  - کس موسم میں درختوں سے پتے جھترتے ہیں؟
  - کس موسم میں نئے پھول کھلتے ہیں؟

مشق: 2 منٹ



طلیہ گھر سے درستی کتاب کے صفحہ نمبر ۲۰۷ ایر دی گئی سرگرمی لکھنا میں "اگر میں درخت ہوتا" کے بارے میں جملے لکھ کر لائیں گے۔

نوٹس

# تفہیمی سوالات کے جوابات لکھنا

## علم کے حوصلات طلبہ



- متن/تصویر سے متعلق تفہیمی سوالات کے درست جوابات لکھ سکیں۔

## معلومات برائے اساتذہ

- طلبہ کو تصویر پر غور کرنے کا موقع دیں تاکہ وہ تصویر کا مشاہدہ کرنے کے بعد تصویر سے متعلق سوالات کے جوابات دے سکیں۔
- طلبہ سے تصاویر اور متن سے متعلق سوالات پوچھیں اور جوابات اخذ کروائیں۔
- طلبہ کو تصویری کہانیاں اور متن پڑھ کر سوچنے کا موقع دیں تاکہ وہ کسی بھی تصویر کو دیکھتے ہوئے اُس کے متعلق جملے لکھنے کے قابل ہوں۔ متن پڑھ کر طلبہ تفہیمی سوالات کے جوابات دے سکیں گے۔
- مشق کے طور پر اسی تصاویر پر طلبہ سے کام کروائیں جو طلبہ کے کام میں دلچسپی پیدا کریں۔
- طلبہ کے رسالے یا روزمرہ زندگی میں استعمال شدہ ڈباؤں اور سڑکوں پر لگے مختلف پوستر یا معلومات کی تصاویر پر طلبہ سے مشاہدہ کروائیں۔ تاکہ ان کی مشاہداتی صلاحیتوں میں اضافہ ہو۔

## دورانیہ: 35 منٹ / ایک پیریڈ



## وسائل اذرائع



درسی کتاب برائے جماعت اول، تختہ تحریر، چاک / مارکر، چارٹ پر بنی ہوئی تصویر۔

## تعارف: 5 منٹ



- طلبہ کو درسی کتاب میں صفحہ نمبر ۱۱۸ پر دی گئی تصویر سے متعلق زبانی سوالات پوچھیں۔
  - یہ تصویر کس جگہ کی ہے؟
  - اگر طلبہ جواب نہ دے سکیں تو انھیں پارک کے بارے میں بتائیں۔

## تصویر کی پختگی: 20 منٹ



سرگرمی نمبر ۱:

- طلبہ کو جوڑوں میں تقسیم کریں۔
- تعارف میں دی گئی تصویر کا چارٹ کمرا جماعت میں آویزاں کریں۔

دیے گئے سوالات کے جوابات لکھیں۔	
تصویر میں بچے کیا کھیل رہے ہیں؟	.1
جواب:	

تصویر میں بچیاں کس سے کھیل رہی ہیں؟	.2
جواب:	
تصویر میں کس رنگ کے چھوٹے نظر آرہے ہیں؟	.3
جواب:	

3. جوڑوں کو ہدایات دیں کہ تصویر کو غور سے دیکھیں اور دیے گئے سوالات کے جوابات اپنی کاپی میں لکھیں۔  
 4. اس سرگرمی کے لیے طلبہ کو ۱۰۰ منٹ کا وقت دیں۔  
 5. آخر میں تین جوڑوں سے جوابات اخذ کروائیں۔

### سرگرمی نمبر: ۲

1. جوڑوں کو متن غور سے پڑھنے کا کہیں۔  
 ایک دن میں، امیٰ اور ماڑہ جنگل کی سیر کرنے اپنی گاڑی پر نکلے۔ جب ہم جنگل پہنچے تو ہم نے دیکھا کہ ہر طرف سبزہ اور گھنے درخت ہیں۔ ہم نے دہاں ہاتھی، بارہ سکھا، ہرن، خرگوش اور بندر دیکھا۔ جنگل میں چھوٹے اور جڑی بُوٹیاں بھی تھیں۔ جنگل کی سیر سے ہم سب کو بہت مزہ آیا۔
- پچھے سیر کرنے کہاں گئے؟
  - بچوں نے جنگل میں کون کون سے جانور دیکھے؟
2. طلبہ کی نئے الفاظ پڑھنے میں مدد کریں۔  
 3. طلبہ کو ہدایات دیں کہ متن غور سے پڑھیں اور دیے گئے سوالات کے جوابات اپنی کاپی میں لکھیں۔  
 4. اس سرگرمی کے لیے طلبہ کو ۱۰۰ منٹ کا وقت دیں۔  
 5. صحیح جوابات لکھنے پر طلبہ کی حوصلہ افزائی کریں۔

### نتیجہ / خلاصہ: ۳ منٹ



تصویری کہانیوں پر کام کروانے اور تصویر پر غور کروانے سے طلبہ کے مشاہدات اور فہم بہتری آتی ہے اور متن پڑھنے سے طلبہ تفہیمی سوالات کے جوابات سمجھنے اور لکھنے میں آسانی محسوس کرتے ہیں۔

### جانزہ / جائز: ۵ منٹ



- طلبہ کو درسی کتاب کے صفحہ نمبر ۱۶۳ پر دی گئی سرگرمی 'پڑھیں' میں عبارت پڑھنے کا کہیں۔
- اس متن سے متعلق کم از کم دو سوالات کے جوابات اخذ کروائیں۔
- درست جواب دینے پر طلبہ کی حوصلہ افزائی کریں۔

### مشق: ۲ منٹ



طلبہ گھر سے درسی کتاب کے صفحہ نمبر ۱۶۳ تا ۱۶۴ پر دی گئی تصویریں دیکھ کر کہانی مکمل کریں اور اگلے دن جماعت کو شناہیں۔





# قومی ترانہ

پاک سر زمین شاد باد  
کشور حسین شاد باد  
تو نشان عزم عالی شان  
ارض پاکستان!  
مرکز یقین شاد باد

پاک سر زمین کا نظام  
عوام قوت اخوت  
پاک ندہ تابندہ باد  
سلطنت ملک،  
شاد باد منزل مراد

پرچم ستارہ و ہلال  
رہبر ترقی و کمال  
ترجمان ماضی شان حال  
استقبال! جان  
سايہ خدائے ذوالجلال

