Professional Development
for Quality Education

ENGLISH

Lesson Plans

Based on Curriculum 2020

GRADE 2

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

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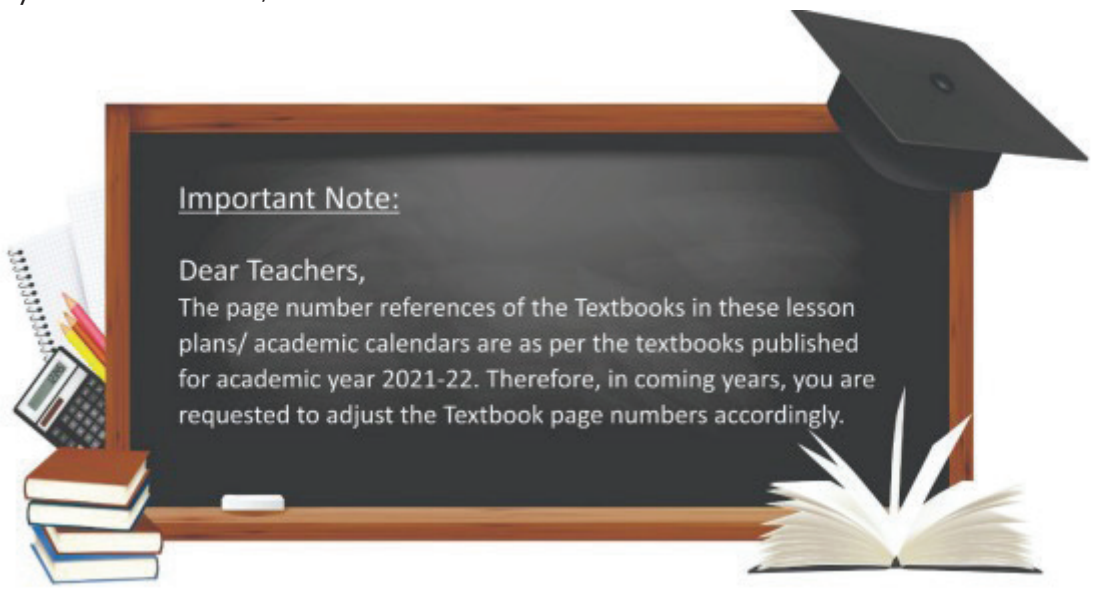

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NOTIFICATION:

No.5564-5727/F.24/Vol-II/SLP/G-II/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-II 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:

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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

LESSON

1

UNIT 1: THE TINY CREATURE

POETRY

STUDENT LEARNING OUTCOMES

- Demonstrate common conventions and dynamics of oral interactions in group to:
  - recite poems
- Articulate and recognise simple rhyming words.
- Copy rhyming words from a poem. Write more rhyming words.
- Familiarize themselves with rhythm, stress and intonation of English language.
- Comprehend simple stories and poems read aloud in class.
- Recognise and write rhyming words from a poem. Write more rhyming words.
- Respond to the text (post- reading) to:
  - express likes / dislikes about the story/poem

INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Use the detailed format for discussion and finding rhyming words in the sequence in which this lesson plan has been inserted. The oral repetition of nursery rhymes should start from the first week of the school year.
3. Select poems that are short and simple enough for the students to follow.
4. Select poems that do not contradict moral and ethical values. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
5. Select poems that you think your student will enjoy such as "Rain Rain Go Away" and "My Pet" etc.
6. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Recite a poem a couple of times with actions to the students; follow the rhyme and rhythm and use intonation and actions as required.
2. Ask the children if they understand what it is about. Tell them what it is about.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Introduce the gist/idea/ story of the poem in a few words; e.g. “Rain Rain Go Away” or “My Pet”.
2. Tell the students that they would be reciting a poem about a little girl and a big spider and how the little girl was afraid of the spider.
3. Also show pictures from the poetry book or draw pictures on the board.
4. Make cutouts 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.
5. These cut-outs can be pinned/pasted on the boards/wall or hung by strings in the classroom.
6. Sing the poem with appropriate rhyme and rhythm a couple of times, encouraging students to join in the actions.
7. Spend 5 minutes in the beginning of the English period to repeat the poem. Don’t repeat it too many times on one day, the children will get tired of it.
8. Do not stop to make corrections at this stage rather speak the words deliberately and clearly so that students follow the correct words and pronunciation.
9. Write the poem on the blackboard. Once the students start to learn it, point to the words as they recite it, so that they are able to read it as well.
10. Continue till they are able to sing it together as a group.
11. Afterwards, ask students to come forward in pairs/ groups to recite the poem.
12. Point to one line in the poem and ask students to read it.

Activity 2: 5 Minutes

1. Ask students to read the poem and find rhyming words; underline/circle them. Help them find one pair to give an example.
2. Ask them to write them down.
3. Brainstorm with the students to come up with more rhyming words.
4. Ask students to write these in their notebooks.

Activity 3: 5 Minutes

1. Ask simple questions that require one or two word answers. For example, take the poem provided to them. (These are only suggested questions. You can have a more natural discussion, allowing students to take it in any direction. For example, children may want to talk about other insects or animals that they are afraid of. Allow them to have this discussion, or to discuss any other thoughts that arise after hearing the poem).
    - Do you like the poem?
    - What is the name of the girl?
    - How many spiders/girls are there?
    - What did she eat?
    - Where did the spider sit?
    - Was she afraid of the spider?

CONCLUSION / SUM UP | 2 MINUTES

1. Revise the poem.
2. Ask students to tell the story of the poem in their own words, in English.

ASSESSMENT | 6 MINUTES

1. Formative assessment (ongoing) of poems regarding rhyme and rhythm/words, intonation and actions should be carried out.
2. Teacher is also required to involve the student in solving the exercise at the end of the unit/ chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to practice with the students by revising the poems regularly.
2. Ask a different child to lead the singing each time.
3. Instruct the child who will lead the activity to use actions in a lively manner. The child may add his/her own actions if he/she likes.

LESSON 2

WORD RECOGNITION, CLASSIFICATION, SPELLING AND READING

STUDENT LEARNING OUTCOMES

- Articulate the sounds of letters of the alphabet in random order.
- Identify/classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Pronounce and match the initial and final sound of common words depicted in pictures with their corresponding letters.
- Recognise that as the letters of words change, so do the sounds.
- Identify/classify words that begin with the same sound.
- Identify/classify words that end with the same sound.
- Identify/classify one/two syllable words that rhyme.
- Recognise words with one or more syllables. Pronounce simple one, two syllable words.
- Spell simple two/ three syllable words.
- Trace, copy, and take dictation of familiar words learnt in class.
- Provide the missing letter in simple two/ three syllable words.
- Write simple two/three syllable words with correct spelling.
- Leave spaces between words.

INFORMATION FOR TEACHERS

1. A syllable is a basic unit of written and spoken language. It is a unit consisting of uninterrupted sound that can be used to make up words. For example, the word hotel has two syllables: ho and tel. The word dog has one syllable.
2. In activity 3, several SLOs have been merged. That is why it has several layers, several parts to it. Using the same list at each level, possibly with a few additions, will help students grasp the new concept without getting confused by new lists of words.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable..

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Board, flashcards, word lists..

INTRODUCTION | 10 MINUTES

The teacher will:

1. Get the students to notice word sounds by playing a game: Say to them: Bushra had some bitter butter so she bought some better butter to make her bitter butter better.

2. Ask them if they can repeat part of this (Bushra had some bitter butter).
3. Get them to repeat it faster and faster.
4. Ask them which sound is being repeated in many of the words here.(B)
5. You can do the same with this line: She sells sea shells at the sea-shore.

DEVELOPMENT | 50 MINUTES

Activity 1: 20 Minutes

1. Remind 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 sound of other remaining letters called consonant sounds which have hindrance in the oral cavity.
2. Give list of three letter words or already learnt words to the students. Some words in this list will start with consonant and some with vowel sounds. There should be at least two words starting with the same sound. If you have to provide list of words starting with 'a, b, c, d and e', there should be at least two words starting with 'a', two words with 'b', e.g. bat, bun, two words with 'c' and so on.
3. Ask students to say aloud the words and identify words starting with the same sound.
4. Ask students to say the words and starting with the same sound. Write the words beginning with same sound on the board.
5. Ask the students to say the words and tell whether the word starts with consonant sound or vowel sound. Write the words in two columns: C for consonant and V for vowel.

Activity 2: 15 Minutes

1. Write three letter words or already learnt words on the board. Say a word aloud. Students will listen to the words and tell which word you have said aloud.
2. This activity can also be done with the help of flashcards. Prepare flashcards of words. Display them on the wall or on the table. Say a word aloud. Students will recognise the word and pick up/ point towards the flashcard.
3. This activity can also be done in pairs. One student will say the word aloud and the other will recognise the word on the flashcard and show to the other student.
4. Ask students to remove the first letter from the words.
5. Ask students to read the remaining sounds.
6. Instruct them to add more letters in the beginning of remaining sounds. In this way they will make new words.
7. Ask students to help each other write words leaving regular spaces between letters of words..

Activity 3: 15 Minutes

1. Before you give the list of words, get students to notice the letter at the end of a word by a simple rhyme such as:
   - An apple a day
   - Keeps the doctor away
   - Or
   - Rain rain go away
   - Come again another day
   - Little Ali wants to play
2. Ask students to notice the sound at the end of each word.
3. Give list of mixed one and more than one syllable words with rhyming pattern; e.g. glass, brass, apple, table, fable, cycle, uncle; mother, father, sister, brother (Ensure that

you introduce simple words first).

4. You may use the same list that was used for Activity 1, with some additions, if needed.
5. Help students recognise the syllables in words.
6. Ask students to say the words aloud.
7. Ask students to copy the words.
8. Ask students if they can work out the spellings of the words by following the sounds. If they are unable to get to the correct spelling you guide them by getting them to focus on the sounds, and ask them to learn it.
9. Ask students to write the words with correct spelling.
10. Ask students to say/write missing letter in the words (missing letters to be provided by teacher).
11. Help students write words leaving regular spaces between letters of words by using finger-spacing. Finger spacing means to put the first finger of the hand not being used for writing next to the last written word, and then writing the next word on the other side of that finger.
12. Ask the students to write one, two or three syllable words in different columns.
13. Ask students to take dictation of the words.

CONCLUSION / SUM UP | 3 MINUTES

1. Divide the students in two teams /groups and ask them to give words to the other team, and the other team will then spell them.

ASSESSMENT | 5 MINUTES

1. Dictation of words on the list.
2. Dictation of words similar to the ones on the list to assess if students can spell words that they haven't memorized by following the sounds.
3. Teacher is also required to involve the student in solving the exercise at end of unit / chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to revise the spellings of words on the list.
2. Give additional lists of words for students to revise the spellings.
3. Go over the word spellings in class before giving them for homework. Get them into the habit of figuring out the spellings following the sounds, before they memorize the spellings.
4. Draw students attention to vowel and consonant sounds, and to words starting with the same alphabet during the teaching of other subjects too.
5. Create games to use the identification/ classification games that they have learnt. For example put these words on the board: sun, cat, hat, run, fat, fun.
6. Ask students to separate them into two lists of rhyming words.
7. Then, ask them to write a short poem using the words on one of the lists. This can be a group/pair activity.
8. Praise / appreciate student work. They may come up with very simple poems, don't interrupt them how to write their lines, don't correct them too much unless the meaning of their poem is not clear. They may write simple things like:
    - I like to run
    - In the sun

LESSON 3

SHORT POEMS

STUDENT LEARNING OUTCOMES

- Comprehend simple poems read aloud in class.
- Read and recite short poems or nursery rhymes with actions

INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an ongoing activity throughout the term.
2. The oral repetition of nursery rhymes should start from the first week of the school year.
3. Select poems that are short and simple enough for students to follow.
4. Select poems that do not contradict moral and ethical values. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
5. Select poems that you think your student will enjoy such as "Rain Rain Go Away" and "My Pet" etc.
6. Help students identify rhyming words. Maintain a word wall of rhyming words in the classroom. Whenever a new rhyming word shows up in a text/ poem/ story, ask students to add it to their word wall.
7. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Books of nursery rhymes (with pictures in them), cutouts and props of characters and objects mentioned in the poem, writing board, audiocassettes (if available), textbook, etc.

INTRODUCTION | 5 MINUTES

1. Recite a poem a couple of times to students with actions; follow the rhyme and rhythm and use proper intonation and actions as required.
2. Follow the strategies for pre-reading, while-reading, and post-reading stages. Use a few questions at the pre-reading stage to help students activate their background knowledge. Use prediction questions while reading and ask a few comprehension questions after reading the poem.
3. Involve students in singing and actions.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Before conducting this lesson, make cutouts of the characters of a poem (e.g., The Little

Girl and the Big Spider). These can be worn as masks or held in hands by the students as they perform in pairs or groups.

2. These cutouts can be pinned/pasted on the boards/wall or hung by strings in the classroom.
3. Show pictures of a little girl and a big spider from the poetry book or draw pictures on the board. Tell students that these pictures are related to a poem they are going to read. Ask them to guess what the poem is about. Remind them of using the keywords strategy (i.e., look at the pictures, think of the words that describe the pictures, guess what the poem is about using the pictures and keywords).
4. Allow a few students to share their responses, then tell the class that they would be reciting a poem about a little girl and a big spider and how the little girl was afraid of the spider.
5. Sing the poem with appropriate rhyme and rhythm a couple of times, encouraging students to join in the actions.

Little Miss Muffet

Sat on a tuffet,

Eating her curds and whey;

Along came a spider,

Who sat down beside her,

And frightened Miss Muffet away.

Source: The Dorling Kindersley Book of Nursery Rhymes (2000)

6. Write the poem on the writing board or a chart. Once students start to learn it, point to the words, so that they can read them as well.
7. Do not stop to make corrections at this stage; rather speak the words deliberately and clearly so that students follow the correct words and pronunciation.
8. Continue the practice till they can read it well and sing it together as a group.
9. Afterwards, ask students to come forward in pairs/ groups to recite the poem.
10. As part of the formative assessment, randomly point to a line in the poem and ask students to read it.

Activity 2: 10 Minutes

1. Ask simple questions that require one or two-word answers. For example, take the poem provided to them. (These are only suggested questions. You can have a more natural

discussion, allowing students to take it in any direction. For example, children may want to talk about other insects or animals that they are afraid of. Allow them to have this discussion, or to discuss any other thoughts which arise after hearing/ reading the poem).

- Do you like the poem?
- What is the name of the girl?
- How many spiders/girls are there?
- What was she eating?
- Where did the spider sit?
- Was she afraid of the spider?
- Are you afraid of spiders?
- What would you do if you were Miss Muffet/spider?

CONCLUSION / SUM UP | 3 MINUTES

1. Review the story of the poem with the whole class.
2. Ask students to tell the story of the poem in their own words, in English.

ASSESSMENT | 5 MINUTES

1. Ask students to read any poem with actions in pairs.
2. Move around and observe how they read the poems.
3. Use development activities 1 and 2 to assess students' understanding of the poem and their ability to read and recite poems with actions.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to practice and revise the poems regularly.
2. Ask students to make a poster of the poem and colour it as a home assignment. Bring their posters for display in the classroom next week.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

LESSON

4

UNIT 1: THE TINY CREATURE

INTRODUCING SELF AND FAMILY

STUDENT LEARNING OUTCOMES

- Articulate, recognise, and use some formulaic expressions to offer and respond to basic routine greetings to introduce self and talk about family.

INFORMATION FOR TEACHERS

1. 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.
2. Create activities for students to have healthy conversations with each other. This will help to develop student's interpersonal skills.
3. You must 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.
4. Make students practise using appropriate expressions to introduce themselves, e.g., "My name is.....", or "I'm.....". Also, help them learn to respond politely when someone is introducing themselves, e.g., "It's a pleasure to meet you." Or "Pleased to meet you.", etc.
5. In Pakistan, the nuclear family is a central part of life, and having the vocabulary to speak about it is a central part of language learning. If you have ever had to speak about your family or relatives in English, you know how important it is to have the necessary vocabulary of English words in order to freely speak about the subject of family.
6. As you practice conversation, also demonstrate the use of appropriate body language for different communicative functions.
7. Tell them that while talking to people, do not speak when the other person is speaking, wait for your turn.
8. Tell them it's polite to answer if somebody is asking some questions or wants to talk.
9. Ensure that students listen to each other with respect.
10. While teaching the lesson, the teacher should consult the textbook at all steps..

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIODS

MATERIALS / RESOURCES REQUIRED

- Board, marker/chalk, duster, 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, "How are you?" (Expected response: "Fine, thank you"). Ensure that students respond to the greeting.
3. 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 Hina. My name is Husnain. , etc.)
4. Tell students that today we will learn how to introduce ourselves to other people and talk about our families.

DEVELOPMENT | 24 MINUTES

Activity 1: 14 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 Saira. 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 Zeenat."
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.
8. Next, write the following words on the board and ask students to guess which topic they are related to:

   Mother
   Father
   Parents
   Wife
   Husband
   Son
   Daughter
   Children
   Brother
   Sister
   Siblings
   Cousins
   Relatives
   Aunt
   Uncle
   Nephew

Niece

Grandparents

Grandmother

Grandfather

Grandson

Granddaughter

Grandchildren

Spouse

Stepmother / Stepfather

Stepson /stepdaughter

Stepsister/stepbrother

Half-sister

Half-brother

Sister-in-law

Brother-in-law

Father-in-law

Mother-in-law

9. Elicit from students that these words are related to family. Tell students that people generally begin a conversation about family with a simple question like "Do you have any family around here?" or "Tell me about your family." You can give a short description that tells the other person how big your family is and maybe where they live. Here's an example:

There are six people in my family—me, my parents, brother, and two sisters and we live in [your city or town/ village].

10. Write the following expressions on the board and one by one explain these to students and give them practise of using them:

"I have a [family member]." or "I have ___ [family members].", e.g., "I have a sister." OR "I have three sisters." OR "I have a sister and a brother."

"My [family member] is ___ [adjective].", e.g., "My mother is a doctor," or "My uncle is a farmer."

"I love my [family member or family members].", e.g., "I love my mother," or "I love my siblings." OR "I love my family."

"My [family member]'s name is ___.", e.g., "My great grandmother's name is Gul Bano," or "My brother's name is Sarmad Khan."

Activity 2: 10 Minutes

- Divide the class into pairs.
- Give them the following situations one by one and ask them to introduce themselves through role play. For example, you are playing cricket in the street. Your ball went into your neighbor's house by mistake. How will you introduce yourself to the lady who lives there?
- Example: "Assalam-o-Alaikum. My name is Ali, I am your neighbor from House number 43.' Or if you go to the tailor to pick your mother's clothes, how will you introduce yourself?
- Example: "Assalam-o-Alaikum, I am Tina. I am Mrs. Habib's daughter." Or if there is a new child in your class, how will you introduce yourself? "Hello, my name is Nadia. Pleased to meet you. May I have your name, please?"
- Also, ask them to introduce their family to the partner.
- Once they have completed this task, invite 2 – 3 students to introduce themselves and
- their families to the whole class.

CONCLUSION / SUM UP | 2 MINUTES

1. Conclude the lesson by telling students that oral communication skills can be improved if we regularly practice speaking English on different occasions without hesitation. When we meet others we should also introduce ourselves in simple two or three sentences.
2. While responding to others when they are introducing themselves to you, it is important to use polite phrases.

ASSESSMENT | 2 MINUTES

3. Assess students informally during activities 1 and 2 above.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Encourage students to use these phrases at home, and share their experience with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

LESSON 5

DIGRAPHS, TRIGRAPHS AND CONSONANT CLUSTERS

STUDENT LEARNING OUTCOMES

- Identify, articulate and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word.
- Identify, recognise and articulate three or more lettered sight words.
- Pronounce common consonant digraphs in initial and final position.
- Recognise and pronounce with reasonable accuracy common two-consonant cluster in initial position.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.

INFORMATION FOR TEACHERS

1. This lesson plan deals with different SLOs related to alphabet clusters.
2. Activities 1 and 2 will be repeated for different digraphs and trigraphs.
3. You may decide how much time to spend at each step, depending on your students' progress.
4. While teaching the lesson, the teacher should also consult the textbook at all steps whenever applicable.

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Two jars of poster paints: red and white. White/blackboard, charts with different activities, flash cards, texts/other print resources. Whenever possible, bring actual products to class instead of showing flash cards.

INTRODUCTION | 10 MINUTES

1. Give a short color-mixing demonstration to the class. Tell them that just like you mix red and white to make pink, you can put together two alphabets and create a single sound!

2. Ask them to repeat: Red and white make? (They reply 'pink').

3. Then say ‘c’ and ‘h’ make the ‘ch’ sound.
4. Ask them to repeat the last point.

DEVELOPMENT | 50 MINUTES

Activity 1: 10 Minutes

1. Introduce a digraph, for example ‘ch’.
2. Ask them to brainstorm: which words begin with the ‘ch’ sound. If they get stuck, give them hints, like what foods start with ‘ch’ (chocolate, chips, cheese), or which country starts with ‘ch’ (China).
3. Make/use cut outs of pictures, flashcards of objects whose names start with these blends. Leave the first two letters of the name and write the rest. Ask students to write these letters.

_ _a i r _ _i p

FOR EXAMPLE

chair	Ship	Phone
Chain	Shop	Photo
Chip	Sheep	

4. You can also make simple drawings on the board and write the words with blanks next to the drawing. Students can copy the word and fill in the blanks (they don’t have to copy the drawings unless they want to copy one or two of them).
5. Or give picture flashcards to one group of students and word flashcards to the other group of students. One member from one group will read the name and the member in the other group having the picture will come out with the picture and say the name aloud. Then all the students will say the name aloud.
6. Tell the students that the two successive letters in the word phone represent a single sound e.g. ph for the sound /f/.
7. Tell the students to say and read the given words carefully recognizing that ‘sh’, ‘ch’ and ‘ph’ represent one sound, just like red and white colour make pink when mixed together.
8. Prepare a worksheet with names of objects in one column and pictures in the other column. The name should not be directly in front of the object. The two lists should be jumbled up. Ask the students to say the name of the picture aloud and join the picture with the word.

Activity 2: 10 Minutes

1. Repeat these reading and writing activities as the students’ vocabulary increases (stay within the recommended word list/graded vocabulary for this level).

Activity 3: 10 Minutes

2. Repeat Activity 1 and Activity 2 for other digraphs and for trigraphs in initial and final position.
3. Each time you introduce a new word blend, revise all the ones done previously.

Digraphs in final position in a word.

1. Give list of words having digraphs at final position.

For example:

Wash	Peach	Graph
Bush	Reach	
Rush	Beach	

2. Give list of words having trigraphs at final position.

For example:

High	Watch
Sigh	Match
Thigh	Fetch

Activity 4: 7 Minutes

1. Give a list of words with and without digraphs and trigraphs.

Sample List:

cat, rat, chat, batch, patch, dash, cash, watch, car, high, sheep, peep, chair, photograph:

2. Divide the class in groups or two teams. Ask each group/ team to take one word, to utter and differentiate between the sounds of individual letters, digraphs and trigraphs in initial or final positions in that particular word.

Activity 5: 7 Minutes

1. Give list of sight words. The list may be:

is	are	this
that	her	of
or	it	am

2. Tell the students that some words are immediately recognised as a whole.
3. Make flashcards of common sight words.
4. Write two words on the board. Ask the students to repeat these words after you a couple of times. As you do so, point to the word on the board and show the flashcard that has the same word.
5. When the students have had enough practice, call each student to the board. Give the two flashcards and ask him/her to match each word with the one written on the board. Ask him/her to retry if he/she is unable to do so.
6. Ask students to use the word in a sentence. If they get stuck, ask them a question that would help them get started. For example, put a brightly coloured ball (or doll or any other toy) in the door and ask, 'What is that?'
7. Write these words in their notebooks.
8. Practice with more sight words from the textbook using above activity. Make sentences with the sight words for more practice.

Activity 6 6 Minutes

Note: The word consonant cluster is for the teacher to understand and is not to be told to the students.

1. Brainstorm: Ask students to think of words that start with the 'bl' sound. Give them clues if they feel stuck, for example, say to them 'Can you think of any colours that start with 'bl'?' (blue, black).

2. Give a list of words having two-consonant clusters in initial positions. The list may be:

Before giving any list, always ask students if they know words starting with the letter or letter cluster.

blank	stem	cry
blink	step	crawl
blue	stick	crow

3. Tell the students that some series of consonants are pronounced together e.g. the sound / st/ in stamp,'bl', in blank and and 'st' in stem/step, stick.
4. Ensure not to pronounce these clusters as/bal/, /sut/, making the words sound as bul ank, sutem (instead of stem).

CONCLUSION / SUM UP | 3 MINUTES

1. Divide students in two teams and ask them to quiz each other. You should have prepared a list of questions too. In case students need help, they should ask..

ASSESSMENT | 5 MINUTES

1. Ask students to utter words starting/ending with a particular digraph/ trigraph. Notice how promptly they are able to utter words for each di/trigraph. This will help you decide how much more practice they require.
2. Ask students to identify the digraph/trigraph by hearing its sound. For example if you say 'chair' they should be able to tell that it starts with 'ch'. Repeat with other digraphs/ trigraphs.
3. The assessment is based on activities. Use formative assessment to assess the students' performance.
4. The teacher is also required to involve students in solving the exercise at end of unit / chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to point out words with consonant clusters while teaching other subjects, in the playground or during conversation with the students. For example, when you are talking about food, and someone mentions 'ice-cream', the teacher may point out that 'cream' has 'cr' at the beginning.
2. Ask students to review the spellings of words on the list.
3. Give additional lists of words for students to review their spellings.
4. Go over word spellings in class before giving them for homework. Get them in the habit of figuring out the spellings following the sounds, before they memorize the spellings.

LESSON 6

PREDICTION THROUGH PICTURES

STUDENT LEARNING OUTCOMES

- Use pre-reading strategies to predict the poem by looking at pictures in the text.

INFORMATION FOR TEACHERS

1. Children always take great interest in poems with pictures.
2. Select poems that are short and contain relevant pictures to create the students' interest.
3. At the pre-reading stage, students will try to guess about the poem by looking at the pictures.
4. The focus must be on poems with illustrations for making predictions about them.
5. While teaching the lesson, the teacher should also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, duster, charts, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Draw the following picture on the writing board or show it on a chart:

2. Ask students to describe what they see in the picture.
3. Take their response (hints: rain, umbrella, etc.)
4. Tell them that we are going to recite a poem related to this picture.
5. Ask students to look at the picture again and guess what this poem is about.
6. Allow two or three students to share their responses with the whole class.

   Now sing the poem with students:

   Rain, rain - go away,

   Come again another day.

   DADDY wants to play.

   Rain, rain - go away,

Come again another day.
MOMMY wants to play
Rain, rain, go away.

Rain, rain - go away,
Come again another day.
BROTHER wants to play.
Rain, rain - go away.

Rain, rain - go away,
Come again another day.
SISTER wants to play.
Rain, rain - go away.

Rain, rain, go away,
Come again another day.
BABY wants to play
Rain, rain - go away.

Rain, Rain - go away,
Come again another day.
ALL THE FAMILY wants to play.
Rain, rain - go away.

(Note: If you feel there is little time for this activity, use this shorter version of the poem given below):
Rain rain go away,
Come again another day.
Little children want to play;
Rain, rain, go to Spain,
Never show your face again!

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Display the following chart with the poem.

2. Hide the poem from students and just show the pictures of the given poem.
3. Ask the following questions from the students:
   - What do you see in the pictures? (Hints: flowers, sun, bee, birds, etc.)
   - In which season flowers bloom? (Hint: spring)
4. Allow three or four students to share their responses.
5. Tell students that this picture is related to a poem we are going to read.
6. Ask them, "Can you guess what the poem is about?"
7. Take their responses.
8. Read aloud the poem with the help of the chart and check if their answers are correct.
9. Use appropriate expressions, stress, and intonation. Involve students in singing and performing related actions. Ask them a few comprehension questions too.

Activity 2: **10 Minutes**

1. Divide the class into two groups.
2. Assign each group a poem from the textbook which they have not read yet.
3. Ask them to look at the picture and predict what the poem is about.
4. Tell them to predict the words related to the pictures that may be in the text.
5. Ask them to make a list of words they predict about each picture.
6. Ask students to match their responses with the poem and check if their responses are correct.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling students that pictures/illustrations help us in a better understanding of the poem. By looking at the pictures, we can guess/predict what the poem is about.
2. In short, pictures give us clues and we can find links using the keywords and pictures.

ASSESSMENT | 5 MINUTES

1. Assess students during activities 1 and 2.
2. Use another poem or story with pictures/ illustrations and ask students to look at the pictures and guess what the poem/ story is about.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to select any poem of their choice from the textbook and draw a picture of the poem.
2. The next day, display their work on the wall and arrange a gallery walk for students to predict what these poems are about by looking at the pictures.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

LESSON 7

SIMPLE WH-QUESTIONS

STUDENT LEARNING OUTCOMES

- Comprehend and respond to simple wh-questions..

INFORMATION FOR TEACHERS

1. Questions are an important form of communication, through questions children start figuring out their world.
2. Question words are terms specifically used to gather information about a topic, person, or situation. Given their nature, these are the first words children use to acquire facts about their worlds. This type of questions gets its name from the fact that most of them start with wh- or h.
3. Wh-questions help students to understand the function of question words.
4. Use proper intonation while asking questions.
5. Help students understand the difference, when we read a sentence that ends with a full stop (.) and one that ends with a question mark (?).
6. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Picture of a park/playground/ writing board, duster, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Greet students by saying 'Assalam-o-Alaikum'.
2. Randomly ask a few students the following questions.
   - What is your name?
   - Where do you live?
   - Who is your best friend?
   - When is your birthday?
   - Why do you come to school?
3. Ask students to find out what was common in these questions. (Elicit the wh-forms or wh-words).
4. Tell students that today they are going to practise asking and responding to the questions that begin with a wh-word, i.e., what, when, where, who, and why.
5. Tell students that such questions are frequently used in our daily-life conversations with others.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Display a picture of a park/playground and ask the following questions:

- Which place is shown in the picture?
- Where are the children playing?
- What is shining bright in the sky?
- Who is sitting on the bench?
- Why is the girl sitting on the bench sad?

Expected Answers:

- A park/playground.
- In a park/playground.
- The sun.
- A girl.
- She has no friends.

2. Encourage students to respond to the questions.
3. Explain to them that we use 'wh-words' when we ask questions. Tell them these are also called the '5-Ws' (i.e., Who, What, When, Where, and Why).
4. Ask the students to use 'what' when you want information about a thing.
   - Use 'when' when you want information about time.
   - Use 'where' when you want information about a place.
   - Use 'why' when you want to know the reason for something.
   - Use 'who' when you want information about a person.

Activity 2: 10 Minutes

1. Write the following sentences with the word bank on the writing board:

Word bank:

Who What Where When Why

a. _____ is the most intelligent student in the class?
b. _____ is your English book?
c. _____ is your favourite colour?
d. _____ is your Urdu test?
e. _____ don't you play cricket?

2. Ask students to choose a suitable word from 'wh- words' from the word bank provided to complete each sentence.
3. Read a sentence and ask a few students randomly to fill in the blanks by using 'wh-words'

from the word bank.

4. Ask students to take out their notebooks, copy the sentences and write correct 'wh- words' from the word bank.
5. Move around the classroom to facilitate students.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling students that pictures/illustrations help us in a better understanding of the poem. By looking at the pictures, we can guess/predict what the poem is about.
2. In short, pictures give us clues and we can find links using the keywords and pictures.

ASSESSMENT | 5 MINUTES

1. Assess students' abilities during activities 1 and 2 above.
2. Help students if they face any difficulty.
3. Ask a few more questions from the students.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to interview their brother/sister/ cousin or a friend using 'wh' questions. Share the following list with them and ask them to use some of these questions for conversations with their siblings/ cousins/ friends:

- What is your favourite thing to do?
- What was your favourite part of your day at school?
- What's the funniest thing you saw this week?
- Where is your favourite place to be?
- Where does your mother/father work?
- When is your birthday?
- How is your bedroom decorated?
- What is your favourite book? Why do you like it?
- What do you like to do for fun?
- Where do you like to go for a picnic?
- Assign students to do the relevant activities/ exercises from their textbook as homework.

LESSON 8

NAMING WORDS (PARTS OF THE BODY)

STUDENT LEARNING OUTCOMES

- Recognise and classify into different categories, some simple naming words from pictures and immediate surroundings, e.g., parts of the body.

INFORMATION FOR TEACHERS

1. The students of Class II should have the ability to differentiate between various categories of things as living and non-living things, humans, animals, and plants, etc.
2. They should be enabled to know the names of things/ objects in the surrounding/ environment as well as parts of the body.
3. Learning the names of body parts can help broaden children's learning experience.
4. As children grow up, they start to recognise that they can run, play, laugh, and sing. As they develop and become more curious about their bodies, it is necessary to teach them about body parts for kids.
5. In order to make it easier to learn, it is useful to divide the topic into the torso, extremities, and internal parts.
6. Consult the relevant textbook unit while teaching this lesson.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, chalk /markers, duster, a famous picture of a beggar, child standing outside of a classroom wherein students are sitting on benches comfortably, and textbook.

INTRODUCTION | 5 MINUTES

1. Review the concept of naming words/ nouns with the class.
2. Ask students if they had their breakfast this morning. (Their expected response will be 'yes').
3. Then, ask them randomly, what items were included in their breakfast? (Write their responses on the writing board such as egg, tea, butter, bread, milk, juice, apple, banana, etc.).
4. Next, ask them to tell the names of things lying in their school bags and write their responses on the writing board such as books, notebooks, pencil, pen, scissors, sharpener, etc.
5. Tell them these all words are naming words. They are also called 'nouns'. Tell them today they are going to learn and practise the names of their body parts.

DEVELOPMENT | 23 MINUTES

Activity 1: 13 Minutes

1. Write the following rhyme on a chart.
2. Either sing or play the rhyme and ask students to listen, observe, and act out by touching the parts of the body as they are mentioned in the poem. Use gestures and touch each part of the body mentioned in the song.

Head and shoulders knees and toes
Knees and toes
Head and shoulders knees and toes
Knees and toes
Ad eyes and ears
And mouth and nose
Head and shoulders knees and toes
Knees and toes

Feet and tummies arms and chins
Arms and chins
Feet and tummies arms and chins
Arms and chins
And eyes and ears
And mouth and shins
Feet and tummies arms and chins
Arms and chins

Hands and fingers legs and lips
Legs and lips
Hands and fingers legs and lips
Legs and lips
And eyes and ears
And mouth and hips
Hands and fingers legs and lips
Legs and lips
Head, shoulders, back, and belly,
back and belly
Head, shoulders, back, and belly,
back and belly
And eyes and ears and mouth and nose
Head, shoulders, back, and belly,
back and belly.

Now, swing a part of the poem in reverse, like this:
Toes, knees and shoulders, head,
shoulders, head

Toes, knees and shoulders, head,
shoulders, head
And nose and mouth and ears and eyes
Toes, knees and shoulders, head,
shoulders, head.

3. Next, invite 2 – 3 students randomly to come up, sing and act individually.
4. Finally, name a part of the body and ask students to touch it.

Activity 2: **10 Minutes**

1. Divide the class into pairs.
2. Ask students to look at the poem/ rhyme written on the chart they just practised singing in the last activity.
3. Ask them to find out the names of the body parts mentioned in the poem and make a list.
4. Next, ask them to organise the naming words for parts of the body in two groups:
   - List 1: from the head to the waist
   - List 2: in both legs and arms
5. As the pairs work, move around and provide support.
6. Invite 3 – 4 pairs to share their work with the whole class.
7. Appreciate students for their active participation in the activities.

CONCLUSION / SUM UP | 2 MINUTES

1. Derive the conclusion from the answers of the students that words describing parts of the body and other objects/things and places are called naming words.
2. It is important to know the names of our body parts.
3. Our body is a gift from Allah and we should take care of it.

ASSESSMENT | 3 MINUTES

1. Ask students randomly to name the parts of the body they have learnt in this lesson.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Tell students to find and practice 5 more parts of the body at their homes. They can take help from their parents.
2. Draw and label the parts of the body and share them in the upcoming class.
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

LESSON 9

NAMING WORDS

STUDENT LEARNING OUTCOMES

- Recognise & match common singular naming words from the immediate environment.
- Classify naming words into different categories such as person, pet, animal, place or thing.
- Use naming words in their speech and writing..

INFORMATION FOR TEACHERS

1. To make this lesson more interesting and realistic the teacher should refer to common and familiar objects.
2. To ensure maximum participation of students, they should not be discouraged if they can't answer or name the things in English.
3. While teaching, the teacher should also consult activities mentioned in the textbook for better understanding.

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Writing Board, chalk/marker, picture charts of different objects.

PERIOD-I

INTRODUCTION | 5 MINUTES

1. Begin the class with a smile on his/her face and say Assalam-o-Alaikum.
2. Point to the different things/objects in the classroom and ask the students to name them.
3. Ask students, what is a naming word/noun?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Tell the students that every object has a name.
2. Ask students to open the relevant page of their textbook (related to naming words).
3. Invite a few students in front of the class (one by one) and ask them to name an object from exercise F.
4. Encourage the students if they do not know the name of objects in English.
5. Tell the students again that everything has a name which helps to distinguish it from other things/objects.

Activity 2: **10 Minutes**

1. The teacher will display the following chart on the writing board.

Column A	Column B
	dog
	car
	boy
	bag
	egg
	fish
	banana
	cake
	table
	bat

2. Invite a few students randomly to the writing board and ask them to recognise & match common singular naming words with their respective pictures using a chalk/marker.
3. To re-enforce, repeat the same activity with a few more students.

Encourage the students to participate actively so that they can better understand this concept.

CONCLUSION / SUM UP | 3 MINUTES

Tell students that today we have learnt about noun such as the name of an object (Ball, Desk, Chair), person (Hassan Khan, Ijaz Gul), place (Peshawar, playground, room), and animal (Fish, Cat, Goat).

ASSESSMENT | 5 MINUTES

1. The teacher will assess students' performance during the activities.
2. The teacher will facilitate those students who still face difficulty in recognizing and matching common singular naming words from the immediate environment.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to write the names of different things/objects in their notebooks at home and show it to the class when they come next day.
2. Make sure that the students can name different objects/things which they can see in their surroundings.

PERIOD-II

MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, and picture chart of different objects.

INTRODUCTION | 5 MINUTES

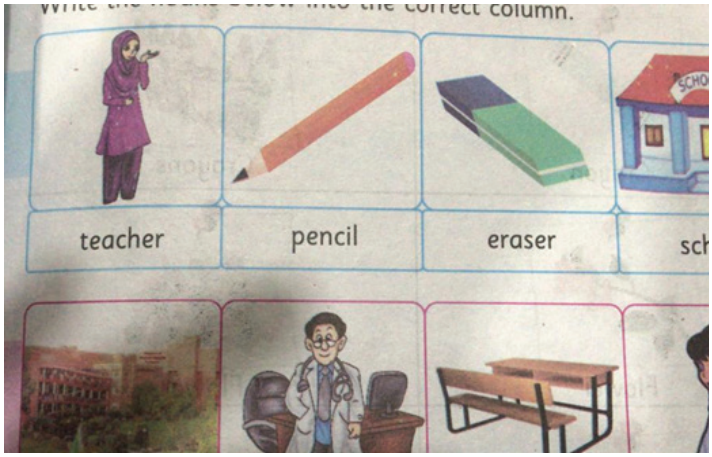
1. Begin the class with a smile on his/her face and say Assalam-o-Alaikum.
2. Write the following questions on the writing board.
   - Do you know what a person is?
   - Do you know what a place is?
   - Do you know what a thing is?
   - Do you know what an animal is?
3. Ask these questions from students and write down their responses on the writing board.

   Expected answers:
   - A person is a noun.
   - An animal is a noun.
   - A place is a noun.
   - A thing is a noun.

DEVELOPMENT | 24 MINUTES

Activity 1: 12 Minutes

1. Ask the students to open their textbooks at the relevant page.



2. Ask the students to look at the pictures carefully.

3. Randomly ask the students to recognise and name these objects/nouns.
4. Now, ask the students to fill in the table on page 12 (Edition 2018-19) and classifying naming words given into different categories.

Person	Place	Thing

Activity 2: **12 Minutes**

1. Write the following naming words on the board and ask students to use naming words in their own sentences. mosque, teacher, cat, computer, cake.
2. Constantly move around the class and make sure that students are responding correctly. In case of any difficulty, help students until they understand and complete the activity.

CONCLUSION / SUM UP | 2 MINUTES

Dear students, today we learnt that naming words are called noun and nouns can be classified into different categories such as place, person, thing and pet etc.

ASSESSMENT | 2 MINUTES

1. The teacher will evaluate students' abilities during the activities.
2. The teacher will facilitate those students who are still struggling to understand the concept.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to write 10 naming words in their notebooks and classify them into different categories such as person, pet, animal, place or thing etc.
2. Make sure that the students can classify noun into different categories such as person, pet, animal, place or thing etc. from their daily life.
3. Ensure that the students can use common naming words in speech and writing.

LESSON 10

PRONOUNS

STUDENT LEARNING OUTCOMES

- Distinguish between and use substitution words.
- Illustrate the use of substitution words learnt earlier as subjective case. Recognise that some words substitute particular and general naming words.
- Illustrate use of words that point to something.
- Identify and use words showing possession e.g. my, your, his, her, our, their.
- Recognise and Use substitution words as objective case: me, us, you, him, her, them, it.

INFORMATION FOR TEACHERS

1. Teach the topic alongside other parts of speech done before. Don't teach pronouns separately from naming words, action words and describing words.
2. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable..

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, duster, flash cards, textbook.

INTRODUCTION | 10 MINUTES

1. Read a 5-6 sentence story to the students that would be of interest to them.
2. Repeatedly use the name of the main character of the story, instead of using a pronoun.
3. Ask students if it sounded strange to them; help them identify what was strange.
4. If they are unable to point it out, you can tell them that we don't use the naming word again and again, but use pronouns or substitution words in its place, so we don't sound strange.
5. Sample story to be read out to the students:
6. Once there lived a caterpillar. He was a very hungry caterpillar. The caterpillar ate a nice juicy apple. Then the caterpillar ate a chocolate cake. The caterpillar also ate an ice-cream. The caterpillar was still looking for more food. The caterpillar found a little leaf. Then the caterpillar went to sleep inside the caterpillar's shell called a cocoon. When the caterpillar woke up, the caterpillar had changed into a pretty butterfly.

DEVELOPMENT | 45 MINUTES

Activity 1: 15 Minutes

1. Teach substitution words through demonstration in the classroom. Call a student in front

of the class. Say 'I am Ali' (or your name)' pointing to yourself. Say 'You are Uzma' (or the student's name)' pointing to the student. Tell the students that 'I' is used for the person who is speaking. 'You' is used for the person speaking to. Now ask each student to tell his/ her name using I and then he/she should tell your name, using 'You'.

2. Form pairs. The student will say 'I' pointing to him/ herself and say 'You' pointing to the student he/she is speaking to. Practise till all the students understand the use of 'I' and 'You'.
3. Now teach 'We' and 'You' in the same way. Tell the students that 'We' is used for more than one person. 'You' is used for the persons being spoken to. 'You' is the same for both singular and plural persons being spoken to. Form groups. One group of students will say 'We' pointing to themselves and say 'You' pointing to the group of students they are speaking to. Practise till all the students understand the use of 'We' and 'You'.

Activity 2: 15 Minutes

1. Point to the table and say, "This is a table. It is made of wood." Point to the picture of a goat and say, "This is a goat. It has four legs. Tell the students that 'It' is used for non-living things and animals.
2. Use flashcards to repeat the use of pronouns.

Activity 3: 15 Minutes

1. Teach words showing possession (my, your, his, her, our, their) by demonstrating with the help of the following sentences:
   - I am Ahmad. This is my book. (point to yourself).
   - You are Ali. This is your book. (point to the person you are speaking to).
   - He is Aslam. This is his book. (point to a boy you are speaking of).
   - She is Salma. This is her book. (point to a girl you are speaking of).
   - We are students. It is our room. (point to yourselves).
   - They are students. This is their school. (point to the boys or girls you are speaking of).
   - The words indicate possession.
2. This activity can also be done with the help of flashcards. Prepare word flashcards with possession words. Prepare picture flashcards showing possession. For example:
   - A boy having a book in his hand and pointing to himself will have the word 'my'. Ask the students to put word flashcard 'my' with the picture.
   - In the same way, prepare flashcards and do the activity with your, his, her, our, and their.
3. Teach substitution words me, you, him, her, us, them by demonstrating with the help of the following sentences.
4. I am Ahmad. Give me a cup of tea. (point to yourself).
5. You are Ali. This cup of tea is for you. (point to the person you are speaking to).
6. He is Aslam. Give him a cup of tea. (point to a boy you are speaking of).She is Salma. Give her a cup of tea. (point to a girl you are speaking of).
7. We are students. Give us cups of tea. (point to yourselves).
8. They are students. Give them cups of tea. (point to the boys or girls you are speaking of).

Note for teacher: The words indicate in the beginning of the sentence are subjective case of pronoun. They are used as the subject of the sentence. The italic words in the sentences are the objective case of pronouns. They are used as the object in the sentence. Ask the students to use objective case of pronoun following the given examples.

9. Select a text with names and substitution words. Ask the students to underline substitution words used in the text.
10. Select another text having names and substitution words. Remove substitution words and ask the students to use appropriate substitution words in the blanks. Do this activity orally first or ask students to do it in groups.

11. Repeat with another text, this time asking to fill in the blanks on their own.

CONCLUSION / SUM UP | 5 MINUTES

1. Tell the Students that:
   - I, you, me, he, she, they are pronouns.
   - My, your, his, her, our, they show possession.

ASSESSMENT | 10 MINUTES

1. Give students a text with some blanks. Ask students to fill the text using pronouns.
2. Teacher is also required to involve the student in solving the exercise at end of unit / chapter.

HOMEWORK / FOLLOW UP | 5 MINUTES

1. You may give one sentence and ask students to make the second one using pronouns and describing words.

Suggested sentences:

2. I have a sister. (Students may add a sentence like, She is a one year old, or Her name is Ayesha, or She is in class 2, She is thin, etc.).
3. This is a bag. (Students may add sentences like: It is blue, It is very big, It is your bag) etc.

LESSON 11

WRITING SIMPLE WORDS

STUDENT LEARNING OUTCOMES

- Write simple two/three-syllable words with correct spelling.
- Leave spaces between words.

INFORMATION FOR TEACHERS

1. A syllable is a basic unit of written and spoken language. It is a unit consisting of uninterrupted sound that can be used to make up words. For example, the word hotel has two syllables: ho and tel. The word dog has one syllable.
2. Learning to put spaces in between words takes a huge amount of time for most children. It is a really abstract concept for them, and they are learning it with lots of other components of early writing, at the same time.
3. To teach how to space in between words, start by getting children used to clapping and chanting sentences. Make fun out of spacing by letting them create spaces with their toys or sweets! Next, get them to use their finger placed down in between words.
4. While teaching the lesson, the teacher should also consult the textbook at all steps when required.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, flashcards, word lists, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Give students a simple sentence, such as 'Brush your teeth.'
2. Ask them to chant it together while clapping – 'Brush-your-teeth.'
3. Also, get them to count the words afterwards, so it goes like: 'Brush-your-teeth. 1-2-3!'
4. Repeat with a few other different sentences! Include funny sentences or add something your students enjoy talking about.
5. Tell students that words in a sentence have spaces between them. This helps the reader understand where one word ends and the other begins. Tell them that today they are going to practise writing simple sentences with spaces between words.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Using the following sample dialogue, demonstrate to your students what a syllable is:
   - "All words have syllables. These are small parts of a word that can be spoken in one

go. A word might have one, two, or even more syllables."

- "Reading has two syllables: read (clap)—ing (clap)." [To demonstrate, clap as you say each syllable].
- "Blue has one syllable: blue (clap)."
- "Napkin has two syllables: nap (clap)—kin (clap)."
- "Now you try. Clap your hands for each syllable in the word 'pencil'."

2. Have your student practice with these words:

seven	mice	dolphin
window	truck	paper
yellow	toys	elephant

3. Next, divide the class into four groups.
4. Assign the following words to each group and ask them to identify syllables, first by clapping them while saying a word, and then by putting a slash (/) between them while writing:

   Group 1: basket, rocket, ticket

   Group 2: profit, unfit, water

   Group 3: cabin, jacket, solid

   Group 4: picnic, finish, heater

5. Once they are done, invite one student from each group to share their work with the whole class.

Activity 2: 10 Minutes

1. Tell students that now they are going to write a few simple sentences. Remind them of the concept that words in a sentence have spaces between them.
2. Tell them that you will speak a sentence and they will write using their fingers for spacing between the words. Demonstrate it with a simple sentence on the board: I eat apples.
3. Tell students that as you speak a sentence word by word, they should write a word, put their finger down on paper next to the word, then write the next word after it, and continue doing it until the sentence has ended.
4. Give them this practice with the following sentences:
   - **I can run.**
   - **You like sweets.**
   - **We read books.**
5. If any students are struggling, explain it to them again. Spacing between words is a difficult concept and it may take time to master.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling students that:
   - Words have smaller parts or segments called syllables, e.g., 'pencil' has two parts: pen and cil.
   - Words have boundaries, they begin with a letter and end with another letter. So, when we write them in sentences, we should leave spaces between them.

ASSESSMENT | 5 MINUTES

1. Ask students to identify the syllable in the following words.

cupboard, chair, flower, butterfly

2. Ask them to write these words in their notebooks, leaving spaces between them.

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON 12

FORMAL AND LEXICAL ASPECT OF LANGUAGE

STUDENT LEARNING OUTCOMES

- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

1. Comprehension is the ability to understand something.
2. Story is a tale that is made up for entertainment or a retelling of something that occurred or a piece of gossip that is being spread.
3. A story is also a description of imaginary people, things and events which is written or told in order to entertain and teach lesson.
4. Story telling should be an on-going activity throughout the term. You may do it using the introduction activity format.
5. Select stories that are short and simple enough for the students to follow them.
6. Select stories that do not contradict moral and ethical values.
7. Do not be afraid to create your own stories for your children.
8. Story telling is an important exercise to involve children in a language.
9. Make it an enjoyable activity by creating lots of props, reading the dialogues with a lot of expression and encouraging different opinion on characters.
10. Enjoy story-time and your students will enjoy and learn from it.
11. While teaching the lesson, the teacher should also consult textbook at all steps when and where required..

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Pictures, board, marker/chalk, chart, paper tap.

PERIOD-I

INTRODUCTION | 5 MINUTES

1. Begin the class with a smile and say Assalam-o-Alaikum/Greetings.
2. Ask the students, do you like stories? (Expected answer: Yes)
3. Tell the students that yesterday:

   "When I left home for school, I saw a little hungry puppy lying on the ground. I gave some milk to the puppy. The Puppy drank milk and ran away".
4. While narrating the incident use proper intonation, stress pronunciation and body language.
5. Now ask few questions from the students about the said incident.

- Who was lying on the ground?

Expected answer: puppy.

- Why puppy was lying on the ground?

Expected answer: Because the puppy was hungry.

- What I gave to the puppy?

Expected answer: milk

6. Praise students for their correct responses and encourage those students who still face difficulties.
7. Now tell the students that today we will learn about stories.

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

1. Write the following story on the writing board

> Ali is a little boy. One day, he lost his cricket bat. He looked for it under the bed, searched it in the garden but could not find that. He thought to ask the gardener about his bat. When he went to the garden, he saw that the gardener was busy digging the ground. He asked the gardener if he had seen his bat. The gardener said that he had seen a bat under the tree. Ali ran towards the tree and found his bat.

2. Read the story aloud with proper intonation, stress pronunciation and body language.
3. Read the story with a lot of expression and encourage different opinions on characters.
4. Ask a few students to read the story with proper intonation, stress pronunciation and body language.
5. Now ask students a few questions about the given story.

- What is the name of the boy?

Expected answer: Ali

- What was Ali looking for?

Expected answer: Bat

- Where did he look for the bat?

Expected answer: under the bed and in the garden.

- What was the gardener doing?

Expected answer: He was digging the ground.

- Where was the bat?

Expected answer: The bat was under the tree.

CONCLUSION / SUM UP | 3 MINUTES

Say, dear students today we have learnt to comprehend stories by focusing on its character, its beginning; middle and its end.

ASSESSMENT | 5 MINUTES

The teacher will informally assess the students' abilities during the activity.

HOMEWORK / FOLLOW UP | 2 MINUTES

The teacher will:

1. Ask the students to read a simple story of their choice at home and share their likes/ dislikes about the character in the story.
2. Similar activities are to be done once or twice a week throughout the year.

Period 2: **35 Minutes**

STUDENT LEARNING OUTCOMES

- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

1. Poetry is a type of literature, or artistic writing that attempts to stir a reader's imagination or emotions.
2. Poem is a collection of words that expresses emotions, ideas and is chosen for its beauty, sound and is carefully arranged often in short lines which rhyme.
3. Singing nursery rhymes should be an on-going activity throughout the term.
4. Select poems that are short and simple enough for the students to follow.
5. Select poems that do not contradict moral and ethical values.
6. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
7. While teaching the lesson, the teacher should also consult textbook at all steps when and where required.

MATERIALS / RESOURCES REQUIRED

- Poems **"Rain Rain Go away"** and **"Five Little Monkeys Jumping on the Bed"**, writing board.

INTRODUCTION | 5 MINUTES

1. Greet the students by saying Assalam-o-Alaikum / Hello / Good morning.
2. Appreciate those students who respond to the greetings correctly.
3. Ask the students to turn to page 73 of the textbook (Edition 2018-19).
4. Read the poem "Rain Rain Go away" with actions.
5. Ask the students to follow reciting the poem with rhyme, intonation and actions.
6. Ask the students to find rhyming words from the poem.

DEVELOPMENT | 20 MINUTES

Activity 1: **20 Minutes**

1. Write the poem "Rain Rain Go away" on the writing board.
2. Recite the poem again with rhyme, intonation and actions.

3. Ask the students to follow. Continue till they can sing it together as a group.
4. Ask students to come forward in pairs/groups to recite the poem.
5. Point to one line in the poem and ask students to read it.
6. Now ask students a few questions about the given poem.
   - Who should go away?

   Expected answer: Rain
   - When should the rain come again?

   Expected answer: May or June
   - Why should the rain go away?

   Expected answer: Little children want to play.
   - What words from poem rhymes with away?

   Expected answer: May, day, play.

CONCLUSION / SUM UP | 3 MINUTES

1. Say, dear students, today we learnt that unlike stories, poems also have a theme.
2. Say, read poems aloud multiple times to get a feel for the rhythm and sound and to understand it.

ASSESSMENT | 5 MINUTES

1. Ask students to tell the story of the above poem in their own words.
2. Have the students answer the questions in the poem comprehension to practice their comprehension abilities and assess their comprehension.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to read a simple poem of their choice at home and share their likes/dislikes about the poem when they come to the class next day.
2. Similar activities are to be done once or twice a week throughout the year.

Month

2

LESSON

13

UNIT: 2 MY HOME AND HOMELAND

PREDICTING A STORY

STUDENT LEARNING OUTCOMES

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

INFORMATION FOR TEACHERS

1. Making predictions is a simple way for young readers to begin their comprehension journey. Predictions are created by combining clues that the author leaves for the readers, such as words, pictures or text features and what the teachers know.
2. When asking students, it is important to ask them WHY they think that.
3. Predicting encourages students to actively think ahead and ask questions.
4. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Picture, story chart, textbook, writing board, chalk/ markers, etc.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Tell the students that you are going to play a quick game with them.
2. Explain that they are going to re-enter the room and provide clues as to what they will do next.
3. Explain that when they can tell what will happen next/ in future is called prediction.
4. Re-enter the classroom and go directly to pick up the textbook.
5. Put on reading glasses (if you have them), as another action/clue to helps students predict.
6. Then, stop and ask students to predict what you are going to do next.
7. Expected answer: We will read/study.
8. Ask them to provide observations or clues that support their prediction.

DEVELOPMENT | 20 MINUTES

Activity 1: **20 Minutes**

The teacher will:

1. Display a picture chart of a story on the board.

2. Ask students to quietly observe the pictures for a few minutes and come up with one detail that gets their attention.
3. Guide them through the process by telling them to think about the setting, characters, time and the details etc.
4. Ask students to predict the plot, mood, setting of the story.
5. During this process, ask the following questions from the students:
   - What makes you think of that?
   - How do the characters feel?
   - How do you know this?
   - Where are the children playing?
   - Who is hiding behind the bushes?
   - What appeared in the bushes?
6. Now read aloud the given story text to the class.

   Ahmad and his friends were playing hide and seek in their garden. Ahmad was hiding behind the bushes and Sara, his younger sister, was looking for him. Suddenly, she saw a snake in the bushes. She cried out in fear; S..s.snaaake……
7. Pause here and ask students to look at the given pictures, tell what is most likely to occur next?
8. Write their responses on the writing board.
9. Finally read aloud the remaining part of the given story.

   Hearing the cry, Ahmad jumped out of the bushes. They were scared. Suddenly, Sara noticed that the snake did not move, it stood still. She told his brother that the snake looks dead. Ahmad went near the snake. To their surprise, it was not a real snake but a toy snake.
10. Check students' responses with the remaining part of the story.
11. Appreciate students who made correct prediction.
12. Explain students that as readers, we can use clues to predict what is going to happen next in a story.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

1. Take out a popular/well known story book and ask aloud about what students think will be the main theme or events in the story? Teacher asks for students' input about what predictions they make.

ASSESSMENT | 5 MINUTES

The teacher will:

1. Informally assess students' abilities during the activity.
2. Help students, if they face any difficulty.

HOMEWORK / FOLLOW UP | 2 MINUTES

The teacher will:

1. Ask students to listen to weather news on TV/radio to predict about the weather for the next day.
2. Similar activities are to be done once or twice a week throughout the year to reinforce the concept of predicting a story by looking at picture(s) in texts.

LESSON

14

UNIT: 2 MY HOME AND HOMELAND

LOCATING FACTUAL INFORMATION

STUDENT LEARNING OUTCOMES

- Interact with text and use reading strategies (while-reading) to locate specific factual information to answer in a word or two, simple short questions in a word or two.

INFORMATION FOR TEACHERS

1. Reading activities are defined as "activities that help students to focus on aspects of the text and to understand it better".
2. Skimming (quick reading) is the ability to locate the main idea within text.
3. Using this reading strategy will help students to become proficient readers.
4. Consult textbook at all steps while teaching this lesson.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Short story text, writing board, chalk/ markers, textbook, etc.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Greet the students by saying Assalam-o-Alaikum / Hello / Good morning.
2. Appreciate those students who respond to the greetings correctly.
3. Show a picture of a family to the students and ask them to guess the topic of the story that they are going to read.
4. Get answers from students and note down on the writing board.

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

The teacher will:

Write the given passage on the writing board:

Sara has a small family. She lives with her parents. Sara also has two pets. Sara's mom is a doctor. Sara's mom works at the hospital. Sara's dad is a teacher. Sara has two brothers. Ahmad is ten years old. Asad is fourteen.

- Ask students to read the above passage carefully.
- Write the following MCQ type questions on the writing board and ask students to choose the correct option.

1. How many pets Sara has?

a. four b. five c. two d. three

2. Where does Sara's mom work?

   a. at restaurant B. at home C. at hospital d. at school

3. How old is Ahmad?

   a. ten years B. twelve years C. fourteen years d. nine years

4. How many brothers Sara has?

   a. four B. three C. two d. one

- Ask the students to write the correct answers in their notebooks.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

1. Tell students that skimming (quick reading) will help them find out required information in a given text in a short time. It does not involve scanning (deep reading) of a text.

ASSESSMENT | 5 MINUTES

1. Assess students' learning by asking similar questions while telling a short story.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to notice information written on sign boards/ bill boards while going back home, and share it with the class the next day.
2. Throughout the year ask students simple questions about short stories.

LESSON

15

UNIT: 2 MY HOME AND HOMELAND

PANTOMINE AND SIMPLE ROLE PLAY

STUDENT LEARNING OUTCOMES

- Respond to the text (post- reading) to:
  - Express understanding of story through pantomime / simple role play.

INFORMATION FOR TEACHERS

1. Story is a tale that is made up for entertainment as a fiction, or about something that occurred as a fact, or a piece of gossip that is being spread.
2. Select stories that are short and simple enough for the students, and do not contradict moral and ethical values. Don't tell stories which encourage negative behaviour.
3. Role play is the act of imitating the character and behaviour of someone who is different from yourself.
4. A Pantomime is an art or technique of conveying emotions, actions, feelings, etc., by gestures without speech: a play or entertainment in which the performers express themselves mutely by gestures, often to the accompaniment of music, significant gesture without speech.
5. While teaching this lesson, the teacher should consult the textbook at all steps. (Copy/ paste this as the last point of the 'Information for Teacher' in all lessons).

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Mask of mother sparrow, two baby sparrows, Owl, Quail, three white balls, Nest, Marker/ charts, thread, tap.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Ask students the following questions:
   - Do you like role play?
   - Has anyone taken part in a role play?
   - Do you want to do a skit today?

DEVELOPMENT | 20 MINUTES

Activity 1: **20 Minutes**

The teacher will:

1. Tell the story of three friends to the students.

"Three friends"

A sparrow quail and owl were friends in a forest. Sparrow laid three eggs. After some days the eggs hatched, and two babies came out, but one egg remained unhatched. The sparrow got worried. She shared her concern with the quail. The quail said, "I have no idea", so they flew to the wise owl for help. Sparrow told owl about the problem. The owl flew to sparrow's nest. He noticed it was not a real egg but a rubber ball. The owl threw the ball on the ground, the ball bounced back and three friends laughed to see this.

2. Invite students for different roles.
3. Assign roles to students and distribute masks of relevant characters among students.

4. Tell them about their roles.
5. Perform a role in front of the class.
6. Encourage students for their performance and the rest of the class for watching.

CONCLUSION / SUM UP | 3 MINUTES

1. Ask students, what was their favorite part of the story?
2. Accept all answers, don't judge the students.
3. Encourage students to listen to each other with respect and do not make fun.

ASSESSMENT | 5 MINUTES

1. Use formative assessment to assess students' performance through the role play.
2. Also, notice their use of language to ask and answering questions to recognise any gaps in learning that need to be addressed.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to narrate the same story to their friends and family at home.
2. Discuss the problem in the story.
3. 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.

LESSON

16

UNIT: 2 MY HOME AND HOMELAND

CONSONANTS AND VOWELS

STUDENT LEARNING OUTCOMES

- Recognise, identify and pronounce consonants and vowels in the English alphabet.

INFORMATION FOR TEACHERS

1. Build on students' knowledge of vowels and consonants from Grade 1.
2. While teaching the lesson, consult the textbook at all steps as required.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, pictures, flashcards, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Play the Phonics Song or ABC Song (if you have a device) or sing with the whole class.
2. Make exaggerated vowel sounds and ask students to repeat (oo, aa, ee).
3. Make exaggerated sounds of some consonants and ask students to repeat (p, b, d).
4. Ask students to share if they felt any difference in the sounds they practised first and later. (Expected answer: the sounds practised first were longer and louder)
5. Review the vowel and consonant letters in the English alphabet with the whole class. Tell them that there are only five vowel letters, but they make many sounds in English.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Show flashcards of vowels and repeat the information given in Class 1: Demonstrate to the students how the sounds of the vowel letters (a, e, i, o, u) are produced without stopping in the oral cavity.
2. Demonstrate the sounds of consonant letters. Help students notice how the air is stopped before it comes out of the mouth or nose to make consonant sounds.
3. Repeat the practice of the sounds of both vowel and consonant letters with the whole class.

Activity 2: 10 Minutes

1. Divide the class into two teams and give them a quiz.
2. Give names to the teams that the students will like, or ask them to suggest names for their teams, such as The Tigers, or Apple Team.

3. Give the students different sounds and ask them to tell if it is a vowel or a consonant.
4. Finally, ask them to tell if their team's name begins with a vowel or consonant sound.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by reviewing the vowel and consonant letters with the whole class.
2. Tell students that vowel sounds are louder and longer as compared to consonant sounds that are quieter and shorter. For example, you can say /aa/ very loud and long but you cannot say /b/ that loud or long.
3. Tell students that there are only 26 letters in the English alphabet but they produce as many as 44 different sounds.

ASSESSMENT | 5 MINUTES

1. Divide the class into two teams. Each team will give the other a word; the other team will tell if it starts with a vowel or a consonant.
2. Involve students in solving the exercise given in the relevant unit of the textbook.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to repeat vowels and consonants as children learn more words.

LESSON

17

UNIT: 2 MY HOME AND HOMELAND

DESCRIBING WORDS

STUDENT LEARNING OUTCOMES

- Identify and match some pairs of describing words showing quality, size, and colour e.g. soft-hard, big-small, black-white.
- Recognise and classify into different categories, some simple action and naming words from pictures and the immediate surroundings e.g. animals, fruit, vegetables, parts of the body, objects in the classroom and at home, colours, shapes, directions (left/ right) and numbers in words (cardinal and ordinal 1-10).
- Use textbook pictures/ picture dictionary to aid comprehension and for development of vocabulary.
- Show a series of actions in a picture by writing action words or describing words.
- Point out/name some common objects in a picture or a photograph.
- Read more naming, action and describing words and match with pictures.
- Write numbers from 1-50 in words.
- Write numbers in 10s in words.
- Write ordinal numbers 'First-Tenth' in words.
- Identify position of objects using words.
- Trace, copy and take dictation of familiar words learnt in class.

INFORMATION FOR TEACHERS

1. Describing words or adjectives are used to describe nouns. Please refer to the nouns done in Lesson Plan 7a and use adjectives with them.
2. You will have a list of adjectives prepared for this lesson. However, if students want to use other words, encourage them. For example, if a student wants to know the English word for 'mushkil', tell him/her that the word is 'hard' or 'difficult', even if these words are not in your list of describing words.
3. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- White/blackboard, real objects, pictures and flash cards.

INTRODUCTION | 5 MINUTES

1. Brainstorm: Choose a noun that you think would interest your students and ask them to describe it to someone who has never seen it.
2. Tell them the English words if they give you a describing word in Urdu/ regional language.

3. Suggested topics for brainstorm: Food such as a mango or chicken curry, a car, the city/ town that the students live in, mother, a friend, etc.

DEVELOPMENT | 55 MINUTES

Activity 1: 10 Minutes

1. Use some describing words showing quality, size and colour e.g. soft, big, and yellow.
2. Identify and match some pairs of describing words showing quality, size, and colour e.g. soft-hard, big-small, black-white.
3. Introduce describing words with the help of real objects. For example: if you have to teach the word **'soft'**, bring an object which is soft. Touch the object and say **'soft'**. Ask the students to touch the object one by one and say soft. If you have to teach **'big'**, show a big thing and indicate with your hands that it is big. Ask the students to repeat after you. If you have to teach 'yellow', bring object that are yellow. Point to the object and say **'yellow'**. Ask the students to repeat after you.
4. For clear understanding of describing words, teach these words in pairs. Now bring two objects: one is **'soft'** and other is 'hard' touch the soft thing and say 'soft'. Touch the hard object and say **'hard'**. In the same way, teach 'big-small' and **'black-white'**.
5. In the next step, say the describing word with the name of object you have brought for demonstration. For example: soft butter, hard nut.
6. Prepare a worksheet with describing words or use the textbook/teacher's resource. Help students read them to give them enough practice. Do not give too many words together especially the ones who do not have familiar spelling patterns.
7. Then ask them to read these independently.
8. Prepare a worksheet with describing words that the students have practised reading on one side and pictures showing these describing words on the other side. Ask the students to join describing words with the pictures.
9. Write a list of describing words on worksheets/notebooks. Ask students to trace these words for writing practice.
10. Give a list of describing words and pictures to the students. Ask them to write appropriate describing word under each picture.

Activity 2: 10 Minutes

1. Note: For this activity, ensure that only those words are chosen that the students have already practised in their speech, reading and writing.
2. Show different charts with pictures and their naming words; pictures of actions and action words; pictures and describing words.
3. Ask the students to look at the picture in every chart, tell the name, action or describing word. If the response is correct, appreciate the students; otherwise, tell them the correct naming, action or describing word. Repeat this process for all the charts and pictures. Tell the students which are naming words, which are action words and which are describing words.
4. Using the charts, ask students to form simple sentences. The sentence may make use of all three charts, such as 'The girl is reading a book', or it could be based on just two charts, such as ' The dog is jumping'.
5. Prepare a list of words having naming, action and describing words, written in a mixed up way. Prepare a worksheet having columns with the heading of 'Naming Words', 'Action Words' and 'Describing Words'. Ask the students to read the list of words, recognise the category and write in the appropriate column.
6. Show a picture in which some people or boys are doing something. It may be the picture of a park in which some boys are playing and some old people are walking. There are also some benches and flowers in the garden. You can get such a picture from the textbook. Ask the students to look at the picture carefully and write action words or describing words for pictures.

Activity 3: **10 Minutes**

1. Show a chart with ten objects with numbers in words.
2. Ask the students to count the numbers and help them read the number in words.
3. Ask the students to copy the numbers in words.
4. Ask the students to learn the spellings by noticing the sounds and write the numbers in words.
5. Show pictures with different number of objects; ask students to write correct numbers in words.
6. In the same way, ask the students to write numbers up to 50 in words.

Activity 4: **10 Minutes**

1. Show a chart with five groups of ten things in each. With ten, twenty, thirty, forty, fifty written under them.
2. Encourage the students to use describing words and naming words to describe the objects in this picture, for example 10 yellow ducks, or 20 tall trees, etc.
3. Ask the students to copy the numbers in words.

Activity 5: **8 Minutes**

1. Show a chart with the picture of a race among ten boys. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth will be written under them.
2. Ask the students to copy ordinal numbers in words.
3. Ask the students to learn the spelling and write the ordinal numbers in words.

Activity 6: **7 Minutes**

1. Show a chart with the picture of a race among ten animals. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth will not be written under them. (A teacher can draw any picture to achieve the objective)
2. Ask the students to identify the position and write ordinal numbers in words under each picture.

CONCLUSION / SUM UP | 3 MINUTES

1. Ask students to look around the classroom and using describing words tell what they see. They may say, 'Sir/Madam is standing', 'My desk is clean'. 'Uzma is talking'.
2. Start using pronouns to connect this lesson to the next. For example, give them

commands during this activity, such as 'Look at Sami, Can you tell what he is doing?', etc.

3. Encourage them to use naming action and describing words for this activity, but don't insist that they should use all three in the same sentence, unless they themselves want to do so.

ASSESSMENT | 5 MINUTES

4. Help students learn spellings of new words and then give a dictation.

5. Repeat the above activities to assess student progress.
6. Spend more time on concepts in which students are making more errors.
7. Teacher is also required to involve the student in solving the exercise at end of the unit / chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to point out to students the use of naming, action and describing words. For example, when they are eating their lunch or snacks, ask them what their food is like? Is it tasty? Is it sweet or spicy?

LESSON

18

UNIT: 2 MY HOME AND HOMELAND

ACTION WORDS

STUDENT LEARNING OUTCOMES

- Identify and use more common action words.

INFORMATION FOR TEACHERS

1. Action words are verbs that specifically describe what the subject of a sentence is doing. This type of word carries a great deal of information in a sentence and serves to complete the sentence (remember that all sentences need a subject and a verb).
2. In English, verbs are the only kind of words that change to show past or present tense.
3. The teacher must teach the action words with the Total Physical Response (TPR) method.
4. Charades is a game that involves acting out words or phrases written on a piece of paper. The objective is to get your team to guess the answer using gestures alone; when a player is acting out the word or phrase, they aren't allowed to talk! This game can be used to teach action verbs.
5. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, pages to create an Action Alphabet Book, stapler, and textbook, etc.

INTRODUCTION | 5 MINUTES

1. Ask students to think about their favorite thing to do and tell them not to say anything.
2. Put students into A-B partnerships/pairs and instruct 'Partner A' to silently act out his/her favourite activity while 'Partner B' tries to guess.
3. Have students switch roles as 'Partner B' acts and 'Partner A' figures out the favourite activity.
4. Explain to students that they just acted out their favourite thing to do, which is an action.
5. Ask students, "What does 'action' mean?"
6. Allow a few students to answer and then explain to the class that action means what we perform/do.

DEVELOPMENT | 20 MINUTES

Activity 1: **10 Minutes**

1. Tell students they are going to play a game where they will act out words you say. Some

words you might use include:

Jump	Clap	Smile
Sit	Yawn	Write
Turn	Walk	Eat
Sing	Run	Cry

2. Encourage students to further the game by contributing words of their own.
3. Tell students that the words that they just acted out are called verbs. Ask them if they know what a verb is, working toward the following definition: A part of speech that describes an action.
4. Explain that they will be creating an Action Alphabet book. Each page of the book will contain a letter of the alphabet, a verb that starts with that letter, and a sentence using that verb. Let the students know that they will be learning some new vocabulary words that will assist them when they read and write.
5. Ask students to brainstorm verbs for the different letters of the alphabet. Write the words on the board next to the corresponding letters. As it becomes obvious that some letters have few or no verbs next to them, explain that some letters (like x, k, and z) have a smaller number of verbs beginning with them.
6. Next, divide the class into small groups and distribute letters among them, e.g., Group-1: A – F, Group-2: G – L, and so on (depending on your class size/ number of students).
7. Ask the groups to pick the verbs for their assigned letters and write sentences for each verb.
8. While students are working, circulate among groups answering questions and providing support as needed.
9. At the end of the small-group work, bring the class back together into a large group and invite one representative from each group to present their letter-verb-sentence examples.
10. Appreciate students for their active participation.

Activity 2: **10 Minutes**

1. Ask students to open their textbooks to a page where pictures with actions are shown.
2. Ask students to look at the pictures given in the book and identify what is happening in the pictures.
3. Don't discourage students if they can't respond in English. Ask them to feel free while responding and help each other to identify the correct English word to be used for that particular action.
4. Pronounce action words aloud in the classroom with demonstration. For example, while saying aloud the verb 'walk', demonstrate the action of walking.
5. Involve students actively in the activity by inviting some of them to perform actions in front of the class as shown in the pictures.

CONCLUSION / SUM UP | 3 MINUTES

1. Ask students to take the time to look around at all the things, persons, and animals. Then try to find the verb, or what thing/ person/ animal is doing.
2. Say, "You might be surprised at how many you can find. Bus drivers drive and friends laugh, and teachers teach. Verbs are very important and we use them every day. Not only do we use them in our daily speech but also in our writing.

ASSESSMENT | 5 MINUTES

1. Informally assess students' understanding of verbs during the practice activities above.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to write five action words in their notebooks at home and show them to the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

LESSON

19

UNIT: 2 MY HOME AND HOMELAND

READING AND WRITING SENTENCES

STUDENT LEARNING OUTCOMES

- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Read aloud words and simple sentences with a reasonable level of accuracy in pronunciation.
- Know that words in a sentence join to make sense in relation to each other.
- Rewrite sentences by replacing words in given sentences.
- Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.

INFORMATION FOR TEACHERS

1. The word-substitution activities require students to change the naming words, doing/ action words and describing words in the sentence. Go back to the lists of naming, doing and describing words that you used in previous lesson plans, and encourage students to use those words in the sentences here (or any other if they know them).
2. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.

DURATION / NO OF PERIODS: 70 MIN/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Board, pictures from newspapers/ magazines, empty boxes and labels of different products.

INTRODUCTION | 10 MINUTES

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 look back to the lesson plan on action words and choose them for this activity.
3. Ask one of the students to act something out and you can guess with the rest of the class.
4. Tell students that what they said was a complete sentence. A sentence is a set of words that tells us something.

DEVELOPMENT | 50 MINUTES

Activity 1: 10 Minutes

1. Write a few sentences on the 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 to any sentence on the board and ask students to read it.
4. Remind the students that words are combined in a certain arrangement to make a sentence.
5. Remove one word from the sentence and ask the students, 'Does the sentence make sense now?'
6. 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 box', 'Open the small door', etc.
7. The sentences may be:
   - Open the big door.
   - Brush your teeth.
   - Open your red book.
   - I eat a banana.
   - Go to the door.
   - She has a green parrot.
   - Give me a big pencil.
   - This is your black goat.
8. Repeat the above activity orally and then instruct the students to copy them in their notebooks.

Activity 2: 10 Minutes

1. Read 3 sentences to the students, stressing how we stop when we reach 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 breath by putting a little dot, called a full stop.
3. Provide sentences with correct capitalization of the 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 the first letter of the sentence and put a full stop at its end.
6. Ask the students to read the text observing spaces, capitalization, punctuation and spelling.
7. Write some more sentences on the board without capital letters or full stops.
8. Ask students to write these on their notebooks, using the capital letter at the beginning

and adding the full stop at the end.

Activity 3: **10 Minutes**

1. Use texts to help students read simple sentences. Pick out and practise reading any new word separately first so that students are able to read it in a sentence without breaking the rhythm of the sentence, e.g. Give the parrot a carrot. Practise reading the words in bold first before reading the sentence.
2. Ask them to identify the capital letter and full stop in each sentence.

Activity 4: **10 Minutes**

1. Ask them to write the practised sentence in their notebook ensuring proper spacing between words.
2. Give students more sentences to copy.
3. Ask them to copy simple sentences from the board or the textbook.

Activity 5: **10 Minutes**

1. Ask the students to read the given sentences.
2. You can also use labels and boxes of common products for this activity, such as a Pepsi bottle, biscuit packets etc.
3. Ask the students to replace words in the given sentences.
4. Students may change the name, pronoun, action word, describing word, etc. Only one word should be changed at a time.
5. Ask the students to change words in a sentence giving their own substitution, and clarify to them that using substitution they can make their own/ new sentences.
6. Provide a few words to the students; ask them to make their own new sentences. Allow them to follow models of sentences they have practised. The new sentences may have or may not follow the model of sentences they have practised. Allow them to draw pictures illustrating sentences.
7. For making new sentences, the students may be given some pictures or things from the immediate environment whose names they can read. Ask them to make sentences about those pictures or things.
8. Ask the students not to write very long sentences. They should write simple sentences of three/four to five/six words.
9. Ask the students to write sentences using correct capitalization, punctuation and spelling.

CONCLUSION / SUM UP | 3 MINUTES

1. Write a 3-4-sentence story on the board.
2. Ask any volunteer to read it properly, stopping at the full stops.
3. Ask others to take turns while reading it.
4. The 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.

ASSESSMENT | 5 MINUTES

1. Use the conclusion exercise to assess student progress.
2. Ask the students to read the text with sentences.

3. Ask the students to make sense of the text after recognizing words, their meaning and their arrangement in the form of a sentence.
4. Ask the students to observe spaces, capitalization, punctuation and the spelling of words.
5. Ask the students to write simple sentences in their notebook and assess their understanding while doing this activity.
6. Teacher is also required to involve the student in solving the exercise at end of unit/ chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Show students a few sentences in their textbook/resource material. Ask them to identify the capital letter and full stop. Ask them where they are placed; at the beginning or at the end of a sentence.
2. Continue to bring pictures from the newspaper/magazines or toys and interesting objects. Ask students to make sentences to describe them.
3. 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.

LESSON
20

READ ALOUD

STUDENT LEARNING OUTCOMES

- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

1. Comprehension is the ability to understand something.
2. Story is a tale that is made up for entertainment or a retelling of something that occurred or a piece of gossip that is being spread.
3. A story is also a description of imaginary people, things and events which is written or told in order to entertain and teach lesson.
4. Story telling should be an on-going activity throughout the term. You may do it using the introduction activity format.
5. Select stories that are short and simple enough for the students to follow them.
6. Select stories that do not contradict moral and ethical values.
7. Do not be afraid to create your own stories for your children.
8. Story telling is an important exercise to involve children in a language.
9. Make it an enjoyable activity by creating lots of props, reading the dialogues with a lot of expression and encouraging different opinion on characters.
10. Enjoy story-time and your students will enjoy and learn from it.
11. While teaching the lesson, the teacher should also consult textbook at all steps when and where required.

DURATION / NO OF PERIODS: 70 MIN/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Pictures, board, marker/chalk, chart, paper tap.

Period 1

INTRODUCTION | 5 MINUTES

1. Begin the class with a smile and say Assalam-o-Alaikum/Greetings.
2. Ask the students, do you like stories? (Expected answer: Yes)
3. Tell the students that yesterday:

   "When I left home for school, I saw a little hungry puppy lying on the ground. I gave some milk to the puppy. The Puppy drank milk and ran away".
4. While narrating the incident use proper intonation, stress pronunciation and body language.
5. Now ask few questions from the students about the said incident.

- Who was lying on the ground?
  Expected answer: puppy.
- Why puppy was lying on the ground?
  Expected answer: Because the puppy was hungry.
- What I gave to the puppy?
  Expected answer: milk

6. Praise students for their correct responses and encourage those students who still face difficulties.
7. Now tell the students that today we will learn about stories.

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

The teacher will:

1. Write the following story on the writing board.

   Ali is a little boy. One day, he lost his cricket bat. He looked for it under the bed, searched it in the garden but could not find that. He thought to ask the gardener about his bat. When he went to the garden, he saw that the gardener was busy digging the ground. He asked the gardener if he had seen his bat. The gardener said that he had seen a bat under the tree. Ali ran towards the tree and found his bat.

2. Read the story aloud with proper intonation, stress pronunciation and body language.
3. Read the story with a lot of expression and encourage different opinions on characters.
4. Ask a few students to read the story with proper intonation, stress pronunciation and body language.
5. Now ask students a few questions about the given story.
   - What is the name of the boy?
     Expected answer: Ali
   - What was Ali looking for?
     Expected answer: Bat
   - Where did he look for the bat?
     Expected answer: under the bed and in the garden.
   - What was the gardener doing?
     Expected answer: He was digging the ground.
   - Where was the bat?
     Expected answer: The bat was under the tree.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

- Say, dear students today we have learnt to comprehend stories by focusing on its character, its beginning; middle and its end.

ASSESSMENT | 5 MINUTES

- The teacher will informally assess the students' abilities during the activity.

HOMEWORK / FOLLOW UP | 2 MINUTES

The teacher will:

1. Ask the students to read a simple story of their choice at home and share their likes/ dislikes about the character in the story.
2. Similar activities are to be done once or twice a week throughout the year.

Period 2: **35 Minutes**

- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

1. Poetry is a type of literature, or artistic writing that attempts to stir a reader's imagination or emotions.
2. Poem is a collection of words that expresses emotions, ideas and is chosen for its beauty, sound and is carefully arranged often in short lines which rhyme.
3. Singing nursery rhymes should be an on-going activity throughout the term.
4. Select poems that are short and simple enough for the students to follow.
5. Select poems that do not contradict moral and ethical values.
6. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
7. While teaching the lesson, the teacher should also consult textbook at all steps when and where required.

MATERIALS / RESOURCES REQUIRED

- Poems "Rain Rain Go away" and "Five Little Monkeys Jumping on the Bed", writing board.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Greet the students by saying Assalam-o-Alaikum / Hello / Good morning.
2. Appreciate those students who respond to the greetings correctly.
3. Ask the students to turn to page 73 of the textbook (Edition 2018-19).
4. Read the poem "Rain Rain Go away" with actions.
5. Ask the students to follow reciting the poem with rhyme, intonation and actions.
6. Ask the students to find rhyming words from the poem.

DEVELOPMENT | 20 MINUTES

Activity 1: **20 Minutes**

The teacher will:

1. Write the poem "Rain Rain Go away" on the writing board.
2. Recite the poem again with rhyme, intonation and actions.
3. Ask the students to follow. Continue till they can sing it together as a group.
4. Ask students to come forward in pairs/groups to recite the poem.
5. Point to one line in the poem and ask students to read it.
6. Now ask students a few questions about the given poem.

- Who should go away?
  Expected answer: Rain
- When should the rain come again?
  Expected answer: May or June
- Why should the rain go away?
  Expected answer: Little children want to play.
- What words from poem rhymes with away?
  Expected answer: May, day, play.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

- Say, dear students, today we learnt that unlike stories, poems also have a theme.
- Say, read poems aloud multiple times to get a feel for the rhythm and sound and to understand it.

ASSESSMENT | 5 MINUTES

- Ask students to tell the story of the above poem in their own words.
- Have the students answer the questions in the poem comprehension to practice their comprehension abilities and assess their comprehension.

HOMEWORK / FOLLOW UP | 2 MINUTES

The teacher will:

1. Ask the students to read a simple poem of their choice at home and share their likes/ dislikes about the poem when they come to the class next day.
2. Similar activities are to be done once or twice a week throughout the year.

LESSON

21

GREETINGS AND SOCIAL COURTESIES

STUDENT LEARNING OUTCOMES

- Articulate, recognise and use some formulaic expressions to:
- offer and respond to basic routine greetings
- express and offer a few basic social courtesies

INFORMATION FOR TEACHERS

1. Formulaic expressions are words and phrases used in everyday situations to communicate for different purposes e-g greetings (How are you? Fine, thank you) Permissions (May I? sure.) gratitude (thank you!, You are welcome)
2. These words and phrases once learnt can fit in most situations without much change.
3. Consider, for example, the word 'hello'; it is clearly not a noun or an adjective or a verb. It belongs to a minor word class which we call formulaic expressions.
4. To express greetings, farewell, thanks or apologies we use a wide range of formulaic expressions, these may consist of a single word or several words acting as a unit. Here are a few examples:
   - Bye — Excuse me
   - Good bye — Thanks
   - Hello — Thank you
   - Farewell — Thanks a lot
   - Hi — Sorry
   - So long — Pardon
5. Formulaic expressions are used to show good manners and polite behaviour.
6. The choice of words and expressions used depends on the age, gender, and status of the addressee.
7. The teachers should select phrases and expressions which are easy for their students.
8. The expression should also help the students in their homes, school, marketplace, etc.
9. While teaching the lesson the teacher should also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Chalk / Marker, writing board, duster, flashcards, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Begin the class by greeting the students. (Observe if they respond appropriately)
2. Then ask, "How are you?" (Expected response: Fine, thanks. We're fine, thank you. How

about you? etc.)

3. Then ask a few students randomly, "When you enter your home back from school, what do you say to your family first?" Their expected response will be 'Assalam-o-Alaikum'.
4. Then ask randomly, when you are borrowing a pen from your fellows, how do you request? Their expected response will be, "May I borrow your pen, please!"
5. Keep on writing their responses on the writing board.
6. Then tell students that the type of language we use for everyday communication such as good morning, pardon, please, fine thanks, welcome, may I come in? sure, thank you, sorry, and excuse me, etc. is called formulaic expressions and today we will practice it.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Explain to the students that when you meet someone, you greet them according to their age, gender, and status.
2. Show a greetings chart or write on the board the following expressions for greetings:
   - "Assalam-o-Aliakum", /"How are you, Sir/Ma'am?"/ Welcome sir/Ma'am.

   (When you greet a newcomer/stranger)
   - "What's going on?" / "What's new? / What's up?

   (When you greet a friend/ classmate/younger brother, etc.)
   - "Hello, Mr. Arif?" /Good morning dear/Nice to see you, Gul Sher., etc.

   (When you greet a junior/ co-worker)
3. Read aloud the greetings paying attention to correct intonation patterns.
4. Ask students to repeat after you.
5. Further tell them that when someone greets them, how they will respond to the greetings politely. For example: It's a pleasure to meet you. / Nice to see you, too. / I'm doing well, etc.
6. Ask students to practice the greetings in pairs.

Activity 2: 10 Minutes

1. Make two columns on the writing board as Column 'A' for formulaic expressions and column B for the expected responses.
2. Divide the class into pairs.
3. Tell pairs to read both columns.
4. After reading one student will say expression from column A and another student will respond with expressions from column B.

Column A	Column B
May I come in!	Yes, please!
May I have your book, please!	Sure!
Assalam-o-Alikum!	Wa'alaikum-us-salam
Good Morning!	Thank you.
Welcome home, Dad!	God bless you, my son!
Sorry for the disturbance.	Oh, no problem!
You've broken my pen!!	I'm sorry. Forgive me, please.

5. Ask them to prepare a list of 05 formulaic expressions each and ask the pairs randomly to share their lists with the class.

CONCLUSION / SUM UP | 3 MINUTES

1. Tell students that in today's lesson we have learnt how to communicate with elders, friends, parents, and strangers using formulaic expressions.
2. We must use very polite and soft words which are generally accepted.
3. Using formulaic expressions enables us to build good relations with society.

ASSESSMENT | 5 MINUTES

1. Ask students to make sentences using the following expressions:
   - Please.....
   - Excuse me.....
   - Sorry.....
   - Thank you.....

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON
22

ACTION WORDS

STUDENT LEARNING OUTCOMES

- Interact with the text and use reading strategies (while reading) to follow a sequence in simple procedure or a picture map.

INFORMATION FOR TEACHERS

1. Before teaching 'process and procedure' it is necessary to differentiate between process and procedure.
2. A process refers to a series of actions or steps taken to achieve a particular end.
3. A procedure is an established method of accomplishing a task, usually with steps that are performed in a prescribed order.
4. Give students reading materials that are simple and relevant to their experiences.
5. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalks, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Ask students the following questions:
   - Do you like tea? (Expected Answer: Yes, I do. No, I don't.)
   - Have you seen your mother making tea? (Expected Answer: Yes or No)
   - Do you know what procedure or steps she uses to make tea? (Expected Answer: Yes or No or I don't know)
2. Tell students that today they are going to read about processes and procedures.
3. Procedures use transitional words such as firstly, secondly, lastly, then, next, and again, etc.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Write the following short text on the writing board:

Hold the pencil firmly in one hand and make sure the tip is pointing away from you. Use slow and certain strokes in an outward direction to sharpen the pencil. You can also use a special carpenter's pencil sharpener. Insert the pencil into the hole and slide it back and forth against the blade of the pencil sharpener. Once its tip is sharp and fine, begin writing your paragraph!

2. Divide the class into small groups.
3. Tell the groups to read the text and fill in the given steps about sharpening a pencil:
   - Topic: How to sharpen a pencil?
   - First,_____.
   - Next,_____.
   - Then,_____, and finally _____.
4. As the groups work, move around and provide assistance where needed.
5. After the completion of the task, ask the groups to compare their answers.

Activity 2: **10 Minutes**

1. Write the following paragraph on the board:

   Place your eggs in a pot. Pour water and cover the eggs completely by 1 inch or so. Add a pinch of salt and cover with a lid. Bring water to a boil on high heat. When done, remove eggs from the pot and put them in a bowl of cold water for a few minutes. To peel, gently tap the egg at the big end first, then the small end, then all around. Eat them and ENJOY!
2. Ask students to work in the same groups.
3. Ask the groups to read the paragraph on the given topic and do the following:
4. Write the title of the paragraph.
5. Write the steps of boiling an egg.
   - First,_____.
   - Next,_____.
   - Then,_____, and finally _____.
6. Tell them to use transition words to move from one step to another of the process/ procedure.

CONCLUSION / SUM UP | 3 MINUTES

1. Tell students that while reading a simple paragraph explaining a process or procedure, it is important to identify the transition words. They help us understand the steps of the process/ procedure.

ASSESSMENT | 5 MINUTES

1. Involve students in solving the exercise given in the relevant unit of the textbook.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Assign the following topics to students as a home assignment:
   - How to paint a picture
   - How to tie a shoelace
2. Tell them to discuss the topics with someone in the family and gather ideas about these topics. Then, write the steps and share them with the class the next day.

LESSON

23

STORY READING

STUDENT LEARNING OUTCOMES

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

INFORMATION FOR TEACHERS

1. Like is to feel attraction towards something, or feel pleasure and enjoyment.
2. Dislike is the feeling that you do not like someone or something and a feeling of antipathy.
3. Select stories that are short and simple enough for the students, and do not contradict moral and ethical values.
4. Don't encourage negative attitudes.
5. Stories most likely have like and dislike factors varying from person to person.
6. Reading aloud a story develops listening and reading skills of the students.
7. Model reading is an activity done by the teachers.
8. Highlighting the characters of a story facilitates in understanding its theme and moral, which plays a vital role in the development of comprehension skills of students.
9. While teaching the story, the teacher should also use textbook when and where required.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Pictorial chart of the story "The hen and the golden egg".

INTRODUCTION | 5 MINUTES

1. Ask the students, "Do you remember the story, the mouse and the rat?
2. Invite a volunteer for sharing the story.
   - Ask: "Did you like the story"?
   - What did you like in the story?
   - What did you dislike in the story?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

The teacher will:

1. Inform students that you are going to tell them another interesting story, "The Hen and the golden egg".

2. Write the story "The Hen and the golden egg" on the writing board and paste story picture.

   Once upon a time, there was a poor farmer. He had a hen. It laid one golden egg every day. The farmer sold the eggs and became rich. He was greedy.

   He wanted all the golden eggs at the same time. He took a knife and cut the hen, but found only one egg inside it. Thus the greedy man lost both the hen and the golden eggs.

   Moral: Greed is a curse.

3. While narrating the story use proper intonation, stress, pronunciation and body language.

Activity 2: **10 Minutes**

The teacher will:

1. Write the following questions on the writing board.
   - Did you like the story?
   - Which character did you like in the story?
   - What did you like in the story?
   - What did you dislike in the story?
   - What did you learn from the story?
2. Ask the students to copy the questions in their notebooks and express their likes and dislikes about the story.
3. Explain that to talk about likes and dislikes, you can use these expressions:

Expressing likes	Expressing dislikes
▪ I like it a little. ▪ Yes, I really like it. ▪ I like it but not as much as I like ... ▪ I love... ▪ I adore... ▪ I am crazy about... ▪ I am mad about... ▪ I enjoy... ▪ I am keen on...	▪ I don't like it. ▪ I don't like... ▪ I dislike... ▪ I hate... ▪ I cannot bear... ▪ I cannot stand...

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

1. Tell the students, today we learnt that we all have our own likes and dislikes.
2. Tell that we also learnt to express our likes and dislikes about characters/story.

ASSESSMENT | 5 MINUTES

1. Informally assess students' abilities to express likes and dislikes about the story.

HOMEWORK / FOLLOW UP | 2 MINUTES

The teacher will:

1. Ask the students to write two sentences each about the food "they like" and "they don't like" at home and show it to the class when they come the next day.
2. Continue to model expressing likes and dislikes in 5-10 minute slots, once/twice a week throughout the year.

LESSON

24

DIGRAPHS, TRIGRAPHS AND CONSONANT CLUSTERS

STUDENT LEARNING OUTCOMES

- Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word.
- Identify, recognise and articulate more sight words.
- Pronounce some common consonant digraphs in initial and final position.
- Identify and pronounce with reasonable 'accuracy' common two-consonant clusters in initial positions.
- Pronounce familiar two/ three syllable words and common irregular sight words.

INFORMATION FOR TEACHERS

1. This lesson plan deals with different SLOs related to alphabet clusters.
2. Activities 1 and 2 will be repeated for different digraphs and trigraphs.
3. You may decide how much time to spend at each step, depending on your students' progress.
4. While teaching the lesson, the teacher should also consult the textbook at all steps whenever applicable.

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Two jars of poster paints: red and white. White/blackboard, charts with different activities, flashcards, texts/other print resources. Whenever possible, bring actual products to class instead of showing flashcards.

INTRODUCTION | 3 MINUTES

The teacher will:

1. Give a short color-mixing demonstration to the class. Tell them that just like you mix red and white to make pink, you can put together two alphabets and create a single sound!
2. Ask them to repeat: Red and white make? (They reply 'pink').
3. Then say 'c' and 'h' make the 'ch' sound.
4. Ask them to repeat the last point.

DEVELOPMENT | 60 MINUTES

Activity 1: 10 Minutes

The teacher will:

1. Introduce a digraph, for example 'ch'.
2. Ask them to brainstorm: which words begin with the 'ch' sound. If they get stuck, give them hints, like what foods start with 'ch' (chocolate, chips, cheese),or which country starts with 'ch' (China).
3. Make/use cut outs of pictures, flashcards of objects whose names start with these blends. Leave the first two letters of the name and write the rest. Ask students to write these letters.

_ _a i r _ _i p

FOR EXAMPLE		
chair	Ship	Phone
Chain	Shop	Photo
Chip	Sheep	

4. You can also make simple drawings on the board and write the words with blanks next to the drawing. Students can copy the word and fill in the blanks (they don't have to copy the drawings unless they want to copy one or two of them).
5. Or give picture flashcards to one group of students and word flashcards to the other group of students. One member from one group will read the name and the member in the other group having the picture will come out with the picture and say the name aloud. Then all the students will say the name aloud.
6. Tell the students that the two successive letters in the word phone represent a single sound e.g. ph for the sound /f/.
7. Tell the students to say and read the given words carefully recognizing that 'sh', 'ch' and 'ph' represent one sound, just like red and white colour make pink when mixed together.
8. Prepare a worksheet with names of objects in one column and pictures in the other column. The name should not be directly in front of the object. The two lists should be jumbled up. Ask the students to say the name of the picture aloud and join the picture with the word.

Activity 2: 10 Minutes

1. Repeat these reading and writing activities as the students' vocabulary increases (stay within the recommended word list/graded vocabulary for this level).

Activity 3: 10 Minutes

1. Repeat Activity 1 and Activity 2 for other digraphs and for trigraphs in initial and final position.

2. Each time you introduce a new word blend, revise all the ones done previously.

Digraphs in final position in a word.

3. Give list of words having digraphs at final position.

   For example:

Wash	Peach	Graph
Bush	Reach	
Rush	Beach	

4. Give list of words having trigraphs at final position.

   For example:

High	Watch
Sigh	Match
Thigh	Fetch

Activity 4: 10 Minutes

1. Give a list of words with and without digraphs and trigraphs.

   Sample List:

   cat, rat, chat, batch, patch, dash, cash, watch, car, high, sheep, peep, chair, photograph

2. Divide the class in groups or two teams. Ask each group/ team to take one word, to utter and differentiate between the sounds of individual letters, digraphs and trigraphs in initial or final positions in that particular word.

Activity 5: 10 Minutes

1. Give list of sight words. The list may be:

is	are	this
that	her	of
or	it	am

2. Tell the students that some words are immediately recognised as a whole.
3. Make flashcards of common sight words.
4. Write two words on the board. Ask the students to repeat these words after you a couple of times. As you do so, point to the word on the board and show the flashcard that has the same word.
5. When the students have had enough practice, call each student to the board. Give the two flashcards and ask him/her to match each word with the one written on the board. Ask him/her to retry if he/she is unable to do so.
6. Ask students to use the word in a sentence. If they get stuck, ask them a question that would help them get started. For example, put a brightly coloured ball (or doll or any other toy) in the door and ask, 'What is that?'
7. Write these words in their notebooks.
8. Practice with more sight words from the textbook using above activity. Make sentences with the sight words for more practice.

Activity 6: 10 Minutes

Note: The word consonant cluster is for the teacher to understand and is not to be told to the students.

1. Brainstorm: Ask students to think of words that start with the 'bl' sound. Give them clues if they feel stuck, for example, say to them 'Can you think of any colours that start with 'bl'?' (blue, black).

2. Give a list of words having two-consonant clusters in initial positions. The list may be: Before giving any list, always ask students if they know words starting with the letter or letter cluster.

blank	stem	cry
blink	step	crawl
blue	stick	crow

3. Tell the students that some series of consonants are pronounced together e.g. the sound / st/ in stamp,'bl', in blank and and 'st' in stem/step, stick.
4. Ensure not to pronounce these clusters as/bal/, /sut/, making the words sound as bul ank, sutem (instead of stem).

CONCLUSION / SUM UP | 2 MINUTES

The teacher will:

1. Divide students in two teams and ask them to quiz each other. You should have prepared a list of questions too. In case students need help, they should ask.

ASSESSMENT | 3 MINUTES

1. Ask students to utter words starting/ending with a particular digraph/ trigraph. Notice how promptly they are able to utter words for each di/trigraph. This will help you decide how much more practice they require.
2. Ask students to identify the digraph/trigraph by hearing its sound. For example if you say 'chair' they should be able to tell that it starts with 'ch'. Repeat with other digraphs/ trigraphs.
3. The assessment is based on activities. Use formative assessment to assess the students' performance.
4. The teacher is also required to involve students in solving the exercise at end of unit / chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to point out words with consonant clusters while teaching other subjects, in the playground or during a conversation with the students. For example, when you are talking about food, and someone mentions 'ice cream', the teacher may point out that 'cream' has 'cr' at the beginning.
2. Ask students to review the spellings of words on the list.
3. Give additional lists of words for students to review their spellings.
4. Go over word spellings in class before giving them homework. Get them in the habit of figuring out the spellings following the sounds, before they memorize the spellings.

LESSON
25

NAMING WORDS

STUDENT LEARNING OUTCOMES

- Identify and change the number of simple naming words by adding or removing 's' and 'es'.

INFORMATION FOR TEACHERS

1. Most countable nouns make their plurals by adding -s to the singular, except words ending in a sibilant (such as ch, sh, zh etc.), which add '-es' unless there is already an 'e' in the spelling such as buses, ditches, wishes, bases, garages and judges etc.
2. Sibilants are sounds in which the tip, or blade, of the tongue is brought near the roof of the mouth and air is pushed past the tongue to make a hissing sound. In English s, z, sh, and zh (the sound of the s in "pleasure") are sibilants.
3. The spelling -es is generally pronounced like iz, but the -s ending is pronounced in two different ways: usually an s-sound after a voiceless sound (taps, cats, locks), but a z-sound if the preceding sound is voiced (tabs, cads, logs, boys, lines).
4. While teaching, the teacher should also consult activities mentioned in the textbook.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk, pictures, textbookand chart.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Begin the class with a smile on his/her face and say Assalam-o-Alaikum.
2. Explain that noun is name of a person, place, or thing.
3. Make sure that students consult with each other to name five (05) objects.
4. Ask a few students to write at least one naming word on the writing board.
5. Ask a few students to classify their expected responses of naming words into different categories such as person, place, thing and pet etc.
6. Explain to the students that today they are going to learn about "plural nouns".

DEVELOPMENT | 20 MINUTES

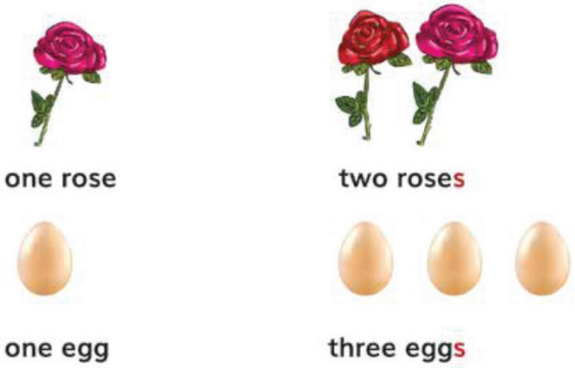
Activity 1: 8 Minutes

The teacher will:

1. Show the students one pencil and ask them, "What is this?" (Expected answer: pencil)
2. Write "pencil" on the writing board.

3. Now show the students two pencils and ask them, “What are these?” (Expected answer: pencils)
4. Write “pencils” on the writing board.
5. Point at “pencil and pencils” written on writing board and ask the students, “What is the difference between the two words?”
6. Point out that one has an “s” while the other doesn’t have an “s”.
7. Explain to the students that “s” tells us that there are more than one pencils.
8. Explain that “pencils” is a plural noun and plural nouns are used for more than one noun.
9. Tell them that we add “s” with naming words to make it more than one.
10. Give more examples of regular plural nouns and write them on the writing board as singular nouns and then add an “s” to make them plural.

Example:



Activity 2: **12 Minutes**

The teacher will:

1. Show a picture of fox to students and ask them, ‘How many foxes are there? The students will say ‘one’.
2. Write “fox” on the writing board.
3. Now show a picture of two foxes to students and ask them, ‘How many foxes are there? The students will say ‘two’.
4. Write “foxes” on the writing board.
5. Point at “fox and foxes” written on writing board and ask students, “What is the difference between the two words?”
6. Point out that one word has “s” while the other has “es”.
7. Explain that “es” tells us that there are more than one foxes.
8. Explain that “foxes” is a plural noun.
9. Tell that we add “es” to nouns ending in ch, sh, x, z, s, ss to make them plural.
10. Tell them that when we add “es” with naming words then they become plural nouns.
11. Draw a watch to students and write “watch” under it.
12. Then draw more than one watches on the writing board and write “watches” under it.

watch	watches

13. Point at “watch and watches” written on writing board and ask students, “What is the difference between the two words?”

14. Point out that one word has an “es” while the other word doesn’t have “es”.
15. Explain that “es” tells us that there are more than one watches.
16. Give more examples of regular nouns to students and write them on the writing board as singular noun. Then add an “es” to make them plural.

one bench three benches

one bush four bushes

one box two boxes

one bus five buses

17. Display the following chart on the writing board and ask students to add correct ending letter(s) to the word(s) in order to make them plural.

cat	cats
dish	_____
dog	_____
box	_____
horse	_____
girl	_____
flower	_____

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

1. Say, “So why do we usually add the letter ‘s’ or ‘e-s’ to some words?”
2. Expected answer: To make it more than one.
3. Tell the students that adding ‘s’ or ‘es’ at the end of a naming word makes it plural.

ASSESSMENT | 5 MINUTES

1. The teacher will informally assess students' understanding during activities to check if they can form plural nouns using the rules they just learned.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. The teacher will ask the students to write the plural of following naming words by adding 's' or 'es'. apple, peach, plate, house, bus, branch, glass, bush.
2. Ensure that the students can recognise and differentiate between singular and plural naming words from immediate environment.
3. Make sure that students' vocabulary of naming words increases day by day.

LESSON
26

WORDS SHOWING POSITION

STUDENT LEARNING OUTCOMES

- Recognise, identify and use a few words showing position, e.g., in, on, to, with.

INFORMATION FOR TEACHERS

1. Words such as in, on, under, and at are called prepositions.
2. A preposition is a word that shows the relation between a noun or pronoun to other words in a sentence.
3. While teaching the lesson the teacher should also consult the textbook at all steps when applicable.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, flashcards, pictures, toys, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Write a sentence on the board, with a missing preposition (i.e. The cat sits the table.)
2. Ask students: What is wrong with the sentence? (E.g. it's missing a word; it doesn't make sense).
3. Explain that, in this sentence, it is unclear how the cat and the table are related to one another.
4. Draw a picture of a cat under a table, and ask the students to use the picture to decide what word should be added to the sentence to make it clear and complete.
5. Invite a student to come up to the board and rewrite the correct sentence (i.e. the cat sits under the table.)
6. Underline the word under in the new sentence and explain that this word is a preposition. A preposition is a word that expresses the relationship between a noun and another word. In this case, the preposition tells us the cat's position in relation to the table.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Introduce words showing position through demonstration with the help of the following sentences:
   - The books are in my bag. (Say this sentence while showing the books by opening a bag). Or
   - He is sitting on a chair. (point to a student who is sitting on a chair)

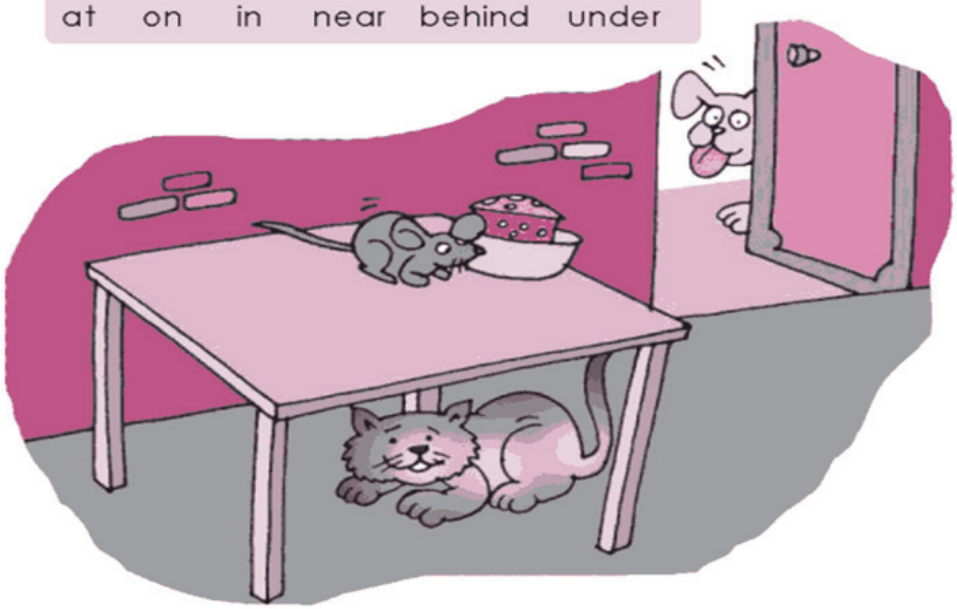
2. Select a text having words showing position and practice reading these words with the students. When enough practice is given to the students ask them to underline words showing the position used in the text.
3. Bring a big empty box to class. Also, bring a toy (a doll or a stuffed toy).
4. Show the box and the toy to students and tell them that you are going to put the toy in the box. Then, show and tell them that you are taking it out of the box. Next, close the box from the top and place the toy on it. Elicit from students that the toy is on the box now.
5. Ask students to close their eyes and guess where they think the toy is now: in the box or on the box.

Activity 2: **10 Minutes**

1. Divide the class into small groups.
2. Draw the following picture on the writing board or a chart and ask students to work in their groups, discuss with each other, and fill in the blanks in the given sentences.
3. Write the following instruction on the top of the board:

   Look at the picture. Fill in the blanks with correct prepositions from the box.

at on in near behind under



1. The cat is _____ the table.
2. The mouse is _____ the table.
3. There is a bowl _____ the table.
4. The mouse _____ the bowl.
5. There is cheese _____ the bowl.
6. The dog is _____ the door.
7. The dog is hiding _____ the door.

4. Once the groups are done, ask them to compare their answers.
5. In the end, review the answers with the whole class.

CONCLUSION / SUM UP | 3 MINUTES

- Conclude the lesson by telling them that we often use prepositions of position in our sentences to show the position of different things/objects in relation to one another.

ASSESSMENT | 5 MINUTES

1. Write the following sentences on the writing board and ask a few students to identify prepositions of position.
   - They are sitting in class.
   - Books are on the desk.
   - Notebooks are in the bag.
2. Tell students that you are going to talk to them for a minute, and instruct them to listen for prepositions as you talk (i.e. We are going to line up by the door. We are going to walk to the playground for a match. Gul Sher, please stand behind Nasir Khan today.)
3. Have students raise their hands each time you use a preposition.
4. Call on students to tell you the prepositions they heard.

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON

27

CONSTRUCTING SENTENCES AND PARAGRAPHS

STUDENT LEARNING OUTCOMES

- Identify the paragraph as a graphical unit of expression.
- Use the texts they read as models for their own writing.
- Fill in the missing information to complete a simple paragraph.
- Write a few simple, meaningful sentences of their own on a given topic.

INFORMATION FOR TEACHERS

1. Students will write their own sentences towards the later part of the term. This is because earlier in the term we gave them tools that will help them to make sentences. These tools include: naming words, action words, describing words, pronouns and prepositions.
2. Facilitate the students to write sentences by referring back to their previous learning on the above topics.
3. Set your speed according to your students' progress. Spend more time on any activity that your students are finding difficult.
4. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- White/blackboard, short texts on topics of interest to the students.

INTRODUCTION | 5 MINUTES

The teacher will:

- Introduce the activity as a 'Backwards Quiz'.
- Make a sound, and students guess the letter that makes that sound. Make vowel sounds 'Oo, ay'.

DEVELOPMENT | 55 MINUTES

Activity 1: 15 Minutes

The teacher will:

1. Ask the students to look at the text written in paragraph form. Ask them to see the sentences written in the paragraph.

2. Tell them that all sentences in a paragraph provide specific information on each sentence in a meaningful unit of expression.
3. Ask the students to read a short text. Encourage them to read it aloud and if they are unable to read a word ask them to read it by following the sounds.
4. Select a text that is not of more than 5-6 sentences.
5. Sample Text:
6. I get up early in the morning. I say good morning to father and mother. I brush my teeth and take a bath I say my prayers, then I have breakfast with my family.
7. Now provide the same text with some words removed from it and replace them with blanks. The removed words are given at the top of this text. Ask students to fill in the blanks, choosing the right word. Let them practice by taking cues from the model text.
8. This activity can be extended by removing the first text and encouraging students to fill in the blanks from the given word bank.

Activity 2: **Minutes 12**

1. Brainstorm: Write the text from the previous activity on the board.
2. Underline the words that were in the blanks.
3. Ask students to suggest which other words may be used in place of the underlined words.
4. Students can point out new options and you can put them on the board.
5. For example, instead of brown, we may use black, blue, pink, red, big, small, new, old.
6. Instead of 'tree', we may say, chair, table, bed, pillow.
7. Instead of 'playing' we may say sitting, sleeping, working.
8. Instead of 'mother' we may say father, brother, sister, friend, uncle.
9. Instead of 'happy' we may say excited.
10. Ask the students to rewrite the paragraph, choosing any of the options they like.

Activity 3: **Minutes 13**

1. Give the students some words to use in sentences of their own. Help them to express an idea if they feel confused. Encourage them to make short and simple sentences.
2. Ask students to read their sentences aloud to the whole class, or to read them to the child sitting next to them.
3. Give positive feedback when children read out their work. Do not point out mistakes at this point. Make corrections in the notebooks.
4. Encourage students to listen to each other with respect, and without making fun of each other.

Activity 4: **15 Minutes**

1. Ask the students to read a descriptive text observing spaces, capitalization, punctuation and spelling. This may be on a Park' or 'a Corn Field'. Choose a topic that they are familiar with. The text should not be more than 5-6 simple sentences.

2. Ask them to write on a similar topic.
3. Help them gather ideas including describing words, naming words and action words through brainstorming.
4. Ask them to write a descriptive paragraph using the words they have come up with during the brainstorming activity.
5. Encourage them to share their writing with the whole class and/or to read it to the child sitting next to them.
6. Give positive feedback when children read out their work. Do not point out mistakes at this point. Make corrections on the notebooks.
7. Encourage students to listen to each other with respect without making fun of each other.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

1. Involve students in selecting an interesting topic. Tell students they are going to write something about it.
2. Help them gather ideas by brainstorming.
3. Ask the students to write a few simple, meaningful sentences of their, own using their selected ideas on the given topic.

ASSESSMENT | 5 MINUTES

1. The above activity may be used for assessment.
2. Teacher is also required to involve the students in solving the exercise at end of unit / chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to give students practice in writing sentences on the given topic.
2. Provide them the vocabulary they need.

Month

3

LESSON

28

UNIT 4: BEE ON MY NOSE

POETRY

STUDENT LEARNING OUTCOMES

- Read and recite short poems or nursery rhymes with actions.
- Articulate and recognise simple rhyming words.
- Copy rhyming words from a poem. Write more rhyming words.
- Familiarize themselves with rhythm, stress and intonation of English language.
- Comprehend simple stories and poems read aloud in class.

INFORMATION FOR TEACHERS

1. Singing nursery rhymes verbally should be an on-going activity throughout the term.
2. Use the detailed format for discussion and finding rhyming words in the sequence in which this lesson plan has been inserted. The oral repetition of nursery rhymes should start from the first week of the school year.
3. Select poems that are short and simple enough for the students to follow.
4. Select poems that do not contradict moral and ethical values. Every poem does not have to have a moral, choose poems that are fun to read, just make sure they don't encourage negative attitudes.
5. Select poems that you think your student will enjoy such as "Rain Rain Go Away" and "My Pet" etc.
6. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

- Recite a poem a couple of times with actions to the students; follow the rhyme and rhythm and use intonation and actions as required.
- Ask the children if they understand what it is about. Tell them what it is about.

DEVELOPMENT | 55 MINUTES

Activity 1: 20 Minutes

1. Introduce the gist/idea/ story of the poem in a few words; e.g. "Rain Rain Go Away" or "My Pet".

2. Tell the students that they would be reciting a poem about a little girl and a big spider and how the little girl was afraid of the spider.
3. Also show pictures from the poetry book or draw pictures on the board.
4. Make cutouts 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.
5. These cut-outs can be pinned/pasted on the boards/wall or hung by strings in the classroom.
6. Sing the poem with appropriate rhyme and rhythm a couple of times, encouraging students to join in the actions.
7. Spend 5 minutes in the beginning of the English period to repeat the poem. Don't repeat it too many times on one day, the children will get tired of it.
8. Do not stop to make corrections at this stage rather speak the words deliberately and clearly so that students follow the correct words and pronunciation.
9. Write the poem on the blackboard. Once the students start to learn it, point to the words as they recite it, so that they are able to read it as well.
10. Continue till they are able to sing it together as a group.
11. Afterwards, ask students to come forward in pairs/ groups to recite the poem.
12. Point to one line in the poem and ask students to read it.

Activity 2: 20 Minutes

1. Ask students to read the poem and find rhyming words; underline/circle them. Help them find one pair to give an example.
2. Ask them to write them down.
3. Brainstorm with the students to come up with more rhyming words.
4. Ask students to write these in their notebooks.

Activity 3: 15 Minutes

1. Ask simple questions that require one or two word answers. For example, take the poem provided to them. (These are only suggested questions. You can have a more natural discussion, allowing students to take it in any direction. For example, children may want to talk about other insects or animals that they are afraid of. Allow them to have this discussion, or to discuss any other thoughts that arise after hearing the poem).
    - Do you like the poem?
    - What is the name of the girl?
    - How many spiders/girls are there?
    - What did she eat?

- Where did the spider sit?
- Was she afraid of the spider?

CONCLUSION / SUM UP | 3 MINUTES

1. Revise the poem.
2. Ask students to tell the story of the poem in their own words, in English.

ASSESSMENT | 5 MINUTES

1. Formative assessment (ongoing) of poems regarding rhyme and rhythm/words, intonation and actions should be carried out.
2. Teacher is also required to involve the student in solving the exercise at the end of the unit/ chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to practice with the students by revising the poems regularly.
2. Ask a different child to lead the singing each time.
3. Instruct the child who will lead the activity to use actions in a lively manner. The child may add his/her own actions if he/she likes.

LESSON

29

INITIAL CONSONANT CLUSTERS

STUDENT LEARNING OUTCOMES

- Identify and pronounce with reasonable accuracy common consonant clusters in the initial position.

INFORMATION FOR TEACHERS

1. When two consonants appear next to each other it is called a consonant cluster, e.g., the groups /spl/ and /ts/ are consonant clusters in the word splits.
2. Simply put, a consonant cluster in a word is a group of consonants with no vowel between them, for example, 'splash' has three consonant sounds at the start (spl) and two at the end (sh).
3. Such consonant clusters in English are /sm/, /sn/, /st/, /sw/, /sk/, /sl/, /sp/, /sh/, /qw/, /dw/, /tw/, /qr/, /dr/, /tr/, /kw/, /ky/, /kl/, /pr/, /fr/, /br/, /gr/, /pl/, /fl/, /bl/and /gl/.
4. A consonant cluster can appear at the beginning, in the middle, or at the end of a word.
5. Initial consonant clusters are the sounds that are found at the beginning of English words. They are called clusters because each of the sounds in the cluster can be heard, e.g. in the word 'break' the 'b' and 'r' sounds are pronounced in clusters, this constitutes an initial consonant cluster.
6. This is not to be confused with a consonant digraph, where the two letters make one sound. In a consonant cluster, you can hear the two sounds as you say the consonants.
7. Help students identify the consonant clusters during reading lessons. You can use such words as 'pre-teach vocabulary' or highlight them while reading.
8. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1PERIOD

MATERIALS / RESOURCES REQUIRED

- Chalk/marker, writing board, charts, flashcards containing words for different consonant clusters and their matching picture cards, textbook, and duster, etc.

INTRODUCTION | 5 MINUTES

- Write English letters from a to z on the writing board and ask students to identify the vowels letters, i.e., a, e, i, o, u. Circle them as students identify the vowel letters.
- Ask students what other letters are called. (The expected answer would be consonants.)
- Now, write the word 'school' on the writing board underlining the first three letters and ask students whether all the three letters are consonants or there is any vowel? (Their expected response will be 'all the three are consonants').
- A consonant cluster is when two consonants come together in a word. They can appear at the start of a word, for example:

st in stay

fr in friend

cr in crab

- Or at the end of a word:

sk in desk

st in fast

nt in went

nd in sound

- Tell students that today they are going to practise a few more common consonant clusters that appear at the start of a word.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Point to different things/ places/ persons in the classroom and school, (e.g., furniture, stationery items, areas in the school, students, staff, etc) and ask students to tell the names of those things/ places/ persons and identify the ones that have more than one consonant before a vowel at the beginning of their names.
2. Write the words on the board as students tell you, e.g., class, floor, glass, playground, grass, broom, brush, writing board, scissors, students, blackboard, etc.
3. Extend this practice by displaying the charts of fruits, animals, plants, human body, sports items, etc.
4. Help students identify words that have initial consonant clusters.
5. Ask them to note down one example for each cluster in their notebooks.

Activity 2: 10 Minutes

1. Create consonant cluster flashcards and separate picture cards to match.
2. Example: sc- scarf, tw- twig, dr- drum
3. Divide the class into groups and give one set of flashcards and one set of picture cards to each group. Students can practice matching each flashcard with the corresponding picture, or play memory where they flip the cards over and find matches by taking turns and flipping the cards one at a time.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by reviewing a few more examples of initial consonant clusters.

ASSESSMENT | 5 MINUTES

1. Ask students to search words with initial consonant clusters in the lesson 'A Tiny Creature' of the textbook on page 1, write them on a paper, and cross-check with their fellows.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to write in their notebooks 10 words with initial consonant clusters and practice their pronunciation with their siblings/ family members/ friends.
2. Assign them to do the relevant activities/ exercises from their textbook as homework.

LESSON
30

FORMULAIC EXPRESSION

STUDENT LEARNING OUTCOMES

- Articulate, recognise and use some formulaic expressions to:
  - listen and respond to more commands
  - express limited needs and feelings
  - recite poems
- Demonstrate common conventions and dynamics of oral interactions in group to:
  - express needs and feelings
  - express likes and dislikes

INFORMATION FOR TEACHERS

1. Feelings are of various kinds, such as, happy, sad, angry, confused, worried, etc.
2. Understand the needs and feelings of students.
3. Do not snub the students if they would like to express their feelings and needs.
4. Be polite, so that the students do not hesitate to express their needs and feelings.

DURATION / NO OF PERIODS: 35 MINUTES/ 1PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, marker/chalk, plastic eggs, flashcards, pictures, textbook, etc.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Greet the students by saying, “How are you, kids!”
2. Ask the students, how they feel today?
3. Tell the students that sometimes we are happy and sometimes we are sad, the state of being happy or sad shows our feelings. We express our feelings through gestures.
4. Say:
   - Suppose, I am happy. This can be indicated by my smile.
   - If I am sad, I will be quiet and serious.
5. Tell the students about different needs, e.g. drinking water, going to the washroom, feeling hungry, feeling sleepy, etc.

DEVELOPMENT | 20 MINUTES

Activity 1: 06 Minutes

The teacher will:

1. Ask the students, if they are thirsty, how they will ask to drink water?
2. Take 3-5 responses from students and write them on the writing board.
3. If the responses are inappropriate, tell them the correct way of asking for permission. (May I drink water please?)
4. Tell the students to raise their hands if they want to express their needs.

Activity 2: 08 Minutes

The teacher will:

1. Draw a large circle on the board. Then draw two eyes, ears, nose, and a smiley mouth.
2. Make the same facial gesture and say "I'm happy! Happy, happy, happy". Get everyone to chorus "happy" and do the facial expression.
3. Then erase the mouth and draw a sad mouth (and maybe a tear under one eye) and teach "sad".
4. Do the same for other gestures/feelings (hungry, angry, scared, sleepy).
5. Ask the students the following questions:
   - What do you do when you feel happy? (Write students responses on the writing board)
   - What do you do when you feel sad? (Write students responses on the writing board)
   - What helps you feel better when you are feeling sad about something?
   - How will you express if you are hungry? (Write students responses on the writing board)
   - How will you tell somebody if you are scared? (Write students responses on the writing board)
   - How will you tell if you are sleepy, sick, or bored? (Write students responses on the writing board)
6. Help the students if they lack the vocabulary to express themselves. Appreciate the students for each response.

Activity 3: 06 Minutes

The teacher will:

1. Share some short stories with the students and ask them to think about how they would feel if they were in each story?

   Situation 1:

   It's time for recess! You are planning to play on the swings, but when you get to the playground, all the swings are being occupied

- How would you feel?

Situation 2:

It's the end of the school day. Parents have already picked up all your classmates, but your mom or dad are not here yet.

- How would you feel?

2. Take responses from as many students as possible.
3. Help students by giving them the required vocabulary to describe how they are feeling.
4. Also, encourage them to express themselves productively.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

1. Tell students that today we learned about different kinds of feelings and needs.
2. Tell students that we also learned when and how to express those feelings and needs.
3. In expressing our own needs, feelings, and ideas, we should be respectful and kind to others.

ASSESSMENT | 5 MINUTES

The teacher will:

1. Write a word on the writing board such as "happy" and ask the students to express the word by facial expression.
2. Repeat this activity for a few other words such as sad, angry, excited, etc.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. The teacher will ask the students to share their feelings and needs with their siblings at home.
2. Use expressions of needs and feelings throughout the year.
3. Encourage the students to have positive feelings towards people and surrounding.

LESSON
31

CONSONANT BLENDS

STUDENT LEARNING OUTCOMES

- Identify initial and final consonant blends.

INFORMATION FOR TEACHERS

1. A consonant blend is formed when two or more consonants are blended together but each sound may be heard in the blend e.g., drink, blend, blue, chest, hand, etc.
2. Help students distinguish between consonant digraphs and blends. A digraph is a letter combination for a single sound, whereas, in a blend, two or more consonants come together in a way that their individual sounds can still be heard.
3. Give students examples of consonant blends from everyday familiar words.
4. Give them the practice of consonant blends even if the students make meaningless or non-words.
5. While teaching the lesson consult the textbook at all steps wherever applicable.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Write all the letters from 'a' to 'z' on the writing board.
2. Invite students randomly to come up and circle vowels and underline the consonants.
3. Now, write the following words on the writing board: **<u>cl</u>ass, <u>fr</u>og, <u>cl</u>ock, ma<u>sk</u>**.
4. Ask students to pronounce the words a few times. Then, ask them to read the underlined letters and pronounce their sounds.
5. Tell them that the underlined letter combinations are examples of consonant blends, i.e., two or more consonants coming together in a word while each keeps its sound.
6. Tell students today they will practise some consonant blends.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Write the following words with consonant blends on the writing board:
   truck, brain, brush, student, blind, ring, bird, belt, nest, ant, kind, fact, land, just.
2. Ask the students to identify the consonant blends in the above words individually for a couple of minutes and then ask them to work in pairs and discuss their responses with each other.

3. After a few minutes, invite a few students to share their responses with the rest of the class by underlining the consonant blends in the above words.
4. Ask the students to say the given consonant blends with correct pronunciation and intonation.

Activity 2: **10 Minutes**

5. On the writing board, write the following consonant blend: **"sl-,sp-,st-,bl-,br-,pl-, etc."**
6. In the center of the board draw a pot.
7. In the pot, put ending sounds/words, such as -ack, -ing, -ace, -and, etc.
8. Have the students work in pairs and create words by placing one blend in front of an ending from the pot. Give them an example: **bl+ack=black**
9. Students will self-assess by inferring if the word they created is a correct word or not.
10. Repeat the activity with a few final blends, e.g., **"-sk", "-ld", "-nd", "-nk",** etc.
11. In the pot, put beginning sounds/ words such as **la-, fir-, te-, ma-, ta-, sa-, tha-,** etc.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling students that today they have practised a few consonant blends at initial and final positions. Consonant blends are a set of two or three consonant letters that when pronounced, retain their sound.
2. Blends coming at the beginning of a word are called initial blends and those coming at the end of a word are called final blends.

ASSESSMENT | 5 MINUTES

1. Write the following words on the writing board:

   break, bring, west, right, sing, best, stem, crab, blue, snow
2. Ask students to copy these words in their notebooks and underline the consonant blends in each word.
3. Randomly check students' work to assess their understanding.
4. Once they are done, invite 2 – 3 students to share their work with the whole class.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to identify at least 10 words with initial consonant blends and 10 words with final consonant blends from their textbook.
2. Ask them to write these words in their notebooks and share them in the next class.

LESSON
32

RHYMING WORDS

STUDENT LEARNING OUTCOMES

- Articulate and use simple rhyming words in writing.

INFORMATION FOR TEACHERS

1. Rhyming words have the same ending sounds. A nursery rhyme is a traditional poem or song for children.
2. The oral repetition of nursery rhymes should start from the first week of the school year.
3. Select poems that are short and simple for students to teach them rhyming words.
4. Also, select the poems that you think students will enjoy.
5. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, a book of nursery rhymes, duster, textbook, etc.

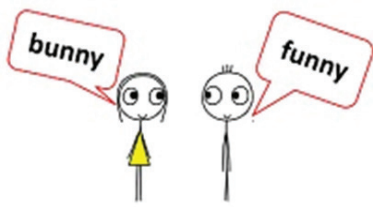
INTRODUCTION | 5 MINUTES

1. Recite a short poem from nursery rhymes with actions.
2. Ask students to identify the rhyming words.
3. Get the response from students and tell them that today they are going to practise a few rhyming words and use them in writing.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Write the following game on a chart and display it on the writing board:



Gul and Maria Rhyming Game

'Let's play a game where I say a word and you say a word that rhymes with my word,' said Gul to Maria.

'Sounds fun, let's play!' says Maria.

Gul: 'red'

Maria: 'bed'

Gul: 'sat'

Maria: 'rat'

Gul: 'funny'

Maria: 'bunny'

Gul: 'book'

Maria: 'look'

Gul: 'house'

Maria: 'ship'

'GAME OVER!' says Gul. 'House and ship do not rhyme. You could have said mouse. Mouse rhymes with house.'

'Oh, I see', said Maria. 'Ship could have rhymed with chip.'

2. Divide the class into pairs and ask students to practise the dialogue given in the game.

Activity 2: 10 Minutes

1. Ask students to work with the same partners.
2. Write the following poem on the board and ask students to find out the rhyming words from it and write them in their notebooks. Then, think of two more rhyming words for each of these words:

   "Twinkle, twinkle, little star,

   How I wonder what you are.

   Up above the world so high,

   Like a diamond in the sky."
3. As the pairs work, move around and assist them where needed.
4. Once they are done, invite 3 – 4 pairs to share their rhyming words with the whole class.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by reviewing the concept of rhyming words as follows:
2. **Rhyming words** are two or more words that have the same or similar ending sound. Some examples of rhyming words are: goat, boat, float, coat.
3. When you are figuring out if two words rhyme, use your ears to listen as you say the words. If they sound the same or similar, they rhyme. For example: car and far rhyme; house and mouse rhyme.
4. If the two words sound different, they do not rhyme. For example: car and man do not rhyme; house and grass do not rhyme.

ASSESSMENT | 5 MINUTES

1. Write the following words on the board:
   - air, car, stand
2. Say, "How many words can you think of to rhyme with each of the words written on the writing board?" Ask students to write them in their notebooks.

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON 33

QUESTIONS AND PUNCTUATION

STUDENT LEARNING OUTCOMES

- Recognise the function of selected question words e.g., what, when, to write answers to simple questions.
- Identify and illustrate the use of question words: what, who, where, when, why.
- Use am, is, are with different substitution and pointing words in short sentences to identify and describe a person, place and thing e.g. I am . . .
- Recognise and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places.
- Recognise that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark.
- Write a few sentences to describe a picture and a series of pictures.
- Write name, phone number and address.

INFORMATION FOR TEACHERS

1. As you move forward with this lesson plan, make sure:
2. To repeat the learning from the previous activity.
3. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.

DURATION / NO OF PERIODS: 105 MINUTES/ 3 PERIODS

MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk, duster

INTRODUCTION | 5 MINUTES

The teacher will:

1. Ask students if they could meet Shahid Afridi, what 3 questions would they ask him (or any other personality, depending on their interests).
2. Explain to them that we ask questions to get information because we like to find things out.

DEVELOPMENT | 90 MINUTES

Activity 1: 10 Minutes

1. Ask the students to answer some simple questions of 'what'. Tell them that you are going to ask something and they have to answer. The teacher may write these questions on the board.

2. The questions may be:
   - What is in my hand?
   - What is on the table?
   - What do you have in your hand?
3. These questions help the students understand the function of the question word. 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.
4. Point out the punctuation mark. Ask/tell them why is there no full stop at the end of this sentence.
5. Ask a few students to volunteer to ask 'what' questions.

Activity 2: 10 Minutes

1. Ask the students to answer some simple questions using 'when'. You may write these questions on the writing board
2. For some of these questions you can use little chits of paper cut into round shape with numbers written from 1-12 (like a clock dial). Ask students to draw the hour hand to answer the questions:
   - When do you get up? (use the clock)
   - When does your school start? (use the clock)
   - When is the weekend?
   - When is your birthday?
3. These questions help the students to understand the function of the question word 'when'. Use proper intonation for asking questions.
4. Show capitalization. Point out the question mark.
5. Ask/tell them why there is no full stop at the end of this sentence.

Activity 3: 08 Minutes

1. Ask the students to read the text provided to them with information on things and time. A text should be selected with simple questions of 'what' and 'when'.

   Sample Text:

2. Ali woke up at 8 'o'clock. He had eggs for breakfast. He wanted to play football.

   Questions:

   - When did Ali wake up?
   - What did he have for breakfast?
   - What did he want to play?
3. Write questions on the board and ask them to write the answers using capitalization and correct punctuation.
4. Ask them to copy questions from the board/textbook to get practicse in writing the symbol for a question.

5. Ask students to use ‘what and when’ in sentences.
6. Remind them to use the question mark at the end of their sentences.

Activity 4: 10 Minutes

1. Select a picture from the lesson in which some persons are present somewhere in the room, in the park or somewhere else.
2. Prepare questions like:
   - Who is sitting on the sofa?
   - Who is standing near the door?
   - Who is wearing a blue shirt?
   - Who can you see under the chair?
   - Who is with mother?
   - Who is watching television?
3. These are sample questions. Teachers should prepare questions according to the pictures they have selected for this activity. Students may answer ‘A boy is sitting on the sofa.’ They may not be able to tell their particular names. Accept common names for the activity of picture.
4. Ask the students to read the text having information answering the questions of ‘who’.

   Sample text:
5. Uzma went to a party. She saw her friend Pinky there. Pinky was wearing a pink dress. Uzma was wearing blue shoes.
6. Questions: Who went to a party? (Students may answer with Uzma or Pinky’s name).
   - Who was wearing a pink dress?
   - Who was wearing blue shoes?
7. Ask students to write the answers in their notebooks.
8. These are sample questions. Teachers should prepare questions according to the text they have selected for this activity.
9. Ask students to use ‘who’ in sentences.

Activity 5: 10 Minutes

1. Ask the students to read the text having information, and their answers the questions of ‘where’.
2. Select a picture from the lesson in which some persons are present somewhere in the room, in the park or somewhere else.
3. Prepare questions like:
   - Where is the man?
   - Where do you think the man is going?
   - Where are the cows?
   - Where is the boy sitting?
   - Where is the tall man standing?
   - Where is the old man sitting?
4. These are sample questions. Teachers should prepare questions according to the picture they have selected for this activity.
5. The activity for ‘where’ can also be prepared based on the text in the textbook.
6. Ask the students to write the answers in their notebooks.
7. Remind them to carefully use question marks.

Activity 6: **08 Minutes**

1. Ask the students to read the text having information and answer the questions of 'why'. The teacher may start this activity by asking questions from the students.
2. Sample questions may be:
   - Why do you cry?
   - Why is the bus late?
   - Why don't you play?
   - Why are you happy today?
3. The activity for 'Why' can also be prepared based on the text in the textbook. In this case, the questions will take the form as:
4. These are sample questions. The teachers should prepare questions according to the text they have selected for this activity.
5. Ask the students to write the answers in their notebooks.
6. Ask students to use 'why' in question sentences.
7. Remind them to use question marks at the end of their sentences.

Activity 7a: **07 Minutes**

1. Encourage the students to answer and use as many question words as they can in this activity.
2. Ask them questions based on their general knowledge, such as: What is the capital of Pakistan?
3. Who was the founder of Pakistan?
4. Where is your home/ school?
5. When was Pakistan created?
6. Why do we need rain?
7. Divide the students into two teams. Encourage students to ask similar or the same questions from each other, and to answer the questions asked by the other team.
8. Invite the students to ask questions from you and from each other, for example, they may ask 'what is the name of your father?'

Activity 7b: **05 Minutes**

1. Provide the students some questions and statements without capitalization in the beginning and punctuation marks at the end. Ask the students to recognise the statements and questions and put question mark or full stop at the end. Ask them to capitalize first letter of every sentence.

Activity 8: **10 Minutes**

1. Ask the students how they will announce if there is a fire in the room: How will they say 'Fire'? Give other examples, ask them if they see someone after a long time, how do they greet them, etc. Other examples: My cat is gone! The little boy is ill.
2. How pretty! (Pointing to something pretty).
3. Don't jump from the chair!
4. Point to the exclamation mark, tell them that this mark tells us that we will say something with a lot of emotion: it can be happiness, anger, fear, etc. Repeat a few times. Ask the students to read the same text with emotion and see the exclamation mark.

Activity 9: **05 Minutes**

1. Ask students simple questions and encourage them to write the answers:
   - What is your name?
   - Where do you live?

- What is your phone number?

Activity 10: **10 Minutes**

1. Tell them that in a description, you talk about what you see in a person, place, animal or thing e.g. Height, weight, colour of skin, eyes, hair, etc.
2. Ask the students to repeat the dialogue (given on the next page) with other boys/girls. Complete the dialogue and write in the form of a description. Draw and colour.
3. For description of an animal, show a picture of a cat and ask questions to describe it. The first question may be: "What is this?" The answer will be: "It is a cat." "What is its name?" "Its name is Dolly." And so on. Students repeat the description of the cat.
4. Repeat the procedure with a picture of two cats: What are these? These are cats. What are their names? Their names are Dolly and Billu, etc.
5. For description of a place, show a picture of a room/park and ask the students to describe it by asking questions. The first question may be: "What is this?" "Is it big? and so on. Students compile answers to write a description. They can also draw and colour.

Student A	Student B
Are you a boy?	Yes, I am a boy.
What is your name?	My name is Ahsan.
Are you fat or thin?	I am thin/Iam fat.
Are you tall or short?	I am tall.
How tall are you?	I am four feet tall.
What is the colour of your hair?	My hair is black.
What is the colour of your eyes?	The colour of my eyes is brown.
Do you wear glasses?	Yes, I wear glasses.

6. Repeat the process with pictures of two or more objects, for example What are these? These are trees. Are they green or yellow? They are green etc.
7. After writing the description, underline "is, am, are." This activity will help to understand the use of "is, am, are."
8. Ask students to note that the initial letter of the first word of a sentence and the initial letter of the names of people, pets and places is capitalized.
9. Now ask students to write a description of their friend/pet or a place. They may do it from their memory/imagination, or by looking at pictures that you show them in class.
10. Note: Remind them of the describing words that they have learnt and encourage them to use them.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

1. Ask students to role-play: One student has just joined the school, and the other is asking him/her some questions. The above-given table may also be used for role play.

ASSESSMENT | 5 MINUTES

1. Use the follow-up activity to assess student's progress.
2. Teacher is also required to involve the student in solving the exercise at end of unit/ chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. For all ‘wh’ question activities, encourage students to create their own questions and ask the rest of the class.
2. Encourage students to use two kinds of ‘wh’ questions together, for example, “What is in this big blue box? Who brought it here?”
3. Continue to give students practice in the use of ‘is’, ‘am’, ‘are, by giving fill in the blanks for homework or as classwork.

LESSON

34

FORMULAIC EXPRESSION FOR SEEKING PERMISSION

STUDENT LEARNING OUTCOMES

- Articulate, recognise, and use some formulaic expressions to seek permission to do something.

INFORMATION FOR TEACHERS

1. In oral communications, a well-defined set of words properly linked in a lexical pattern, are used to express greetings, regretting, apologies and seeking permission, etc. in a very soft as well as polite way, keeping in view the gender, age, and relationship, e.g.,
   - For greetings (Good morning/Good evening, have a nice day, etc.)
   - For apology (I am sorry, sorry, pardon me, etc.)
   - For seeking permission (May I come in?, May I read from your book, please? Would you please lend me your pointer? etc.)
2. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Ask the following questions from students:
   - While entering the class in the morning daily, what do I say? (Expected response: Good morning!).
   - When you want to enter the class, what do you say to me? (Expected response: 'May I come in, sir/ ma'am?)
   - When you need a pen and you request your fellow for borrowing his pen, how do you request? (Expected response: 'May I use your pen, please?)
2. Then tell students that today we will practice such generally used, soft and polite expressions for seeking permission to do something.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Ask students how we make requests or seek permission politely.
2. Get some answers and write the phrases on the board (elicitation).
3. Then explain how we use them:

- How we can make questions when we ask someone to do something:
- Can I _____ ?
- May I _____?
- Can you _____ please?
- Could you _____ please?
- Desired answers would be:
- Can I use your pencil? Yes, you can.
- May I use your pencil? Yes, you may.
- Can you give me your pen, please? Sure.
- Could you give me your pen, please? Yes, of course.

4. Give students a few more examples and practice of the expressions.

Activity 2: 10 minutes

1. Write the following expressions on the writing board:
   - Can I sharpen my pencil?
   - Can I throw this in the bin?
   - May I go to drink water?
   - May I borrow your book?
2. Ask students to get up and mingle in the classroom.
3. Ask them to meet at least three students each and say one expression to a student, that student should respond in negative or positive to the question, and then move to the next student and ask the next question.
4. Observe the students while they practice using the expressions for seeking permission.
5. Continue until students have had sufficient practice.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling students that today they have learnt how to ask for permission using certain formulaic expressions.
2. Review the expressions once more with examples.

ASSESSMENT | 5 MINUTES

1. Ask the students to search out formulaic expressions for seeking permission in the themes, “Participating Citizenship” of unit 5, on page 33 of the textbook and write on a paper, then cross-check with their fellows.

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON 35

CHANGING LETTERS AND SOUNDS

STUDENT LEARNING OUTCOMES

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

INFORMATION FOR TEACHERS

1. It is simply amazing how closely related words are. A simple quick change of a single phoneme can drastically change the pronunciation and meaning of the word. The position of the phoneme also affects the final makeup of the word itself.
2. Before teaching this lesson, make sure your students are well familiar with word families. This will help them understand easily how changing the letters of words changes their sounds, too.
3. While teaching the lesson, the teacher should also consult the textbook at all steps where and when required.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Begin the class by greeting the students.
2. Review word families with your students. You can tell them that a word family is a group of words that end with the same sound but start with different letters.
3. Show examples of word families to tap into students' prior knowledge (e.g. words ending with –an, -ed, -in, and –at, etc).
4. Ask your students, "Why do you think we learn about word families?" Possible answers might include: to spell more words, to help us read, etc.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. 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.
2. 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'.
3. Now, demonstrate changing the first letter and asking students its sound, e.g., change 'f' to 'p' and ask students, "We've changed the first letter of this word. Has the first sound also

changed?". Repeat it for a few more letters, e.g., 'r', 'c', and 'm', etc. Write the new words on the board that are created due to change of letters and sounds.

4. 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.
5. Now, point towards the wall and ask students what it is called. Repeat the above steps for the word 'wall'.
6. Draw two trees on the board – one tall and the other short. Ask students which one is tall.
7. Ask students if "ball", "wall", "tall" and "small" begin with the same sound. Do they have different initial letters, too?
8. 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.
9. 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.
10. Give a few more examples, e.g., bin, tin, and pin; bell, tell, and sell, etc. Repeat the steps as above.

Activity 2: **10 Minutes**

1. Give students a worksheet or write the following words on the writing board:

man	
red	
hen	
sit	
bin	
tip	
cat	
fun	
but	

2. Divide the class into small teams.
3. Tell students that they are going to have a competition to create new words by changing the first letters (and sounds) of the words written on the board. The team that makes the highest number of correct words will win this game.
4. Give them a couple of examples before starting the game, e.g., changing the first letter of 'park' with a 'b' creates a new word 'bark'. We can replace 'b' with 'sh' to create another word 'shark'.
5. Explain to students that they should work in their team to create as many new words as possible. Teamwork means every player of the team must participate and contribute.
6. Tell students they have 6 minutes for this game. Set the timer and give students a signal to start the game.
7. When the time is over, tell students to stop writing.
8. Allow each team to share a few examples of changing the first letter/ sound of a word to create a new word.
9. Have each team count their correct words. Announce the winner and appreciate all students for their active participation.
10. Elicit from students that as the letters of words change, so do the sounds.

CONCLUSION / SUM UP | 3 MINUTES

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

ASSESSMENT | 5 MINUTES

1. Assess students' understanding during activities 1 and 2 above.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to practice copying words with different initial but same ending sounds/ letters several times at home.
3. Throughout the year, continuously guide and assess students' abilities to recognise, read, and write one-syllable words.
4. 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.

Month

4

LESSON
36

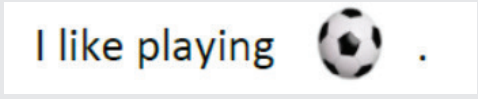
READING COMPREHENSION

STUDENT LEARNING OUTCOMES

- Interact with text and use reading strategies (while-reading) to use pictures or rebus in texts to increase understanding.

INFORMATION FOR TEACHERS

1. Students can be better motivated by looking at colorful and/or interesting pictures.
2. A story with pictures is vastly important because it acts as an easy way to get your students into reading.
3. A page of plain text might not seem exciting, but a page including text in fun images can make students curious to know more.
4. Rebus is a puzzle that uses pictures or symbols in place of words to help early readers comprehend text, build sentences, and read-along using pictures.
5. Example:



6. Help students if they lack vocabulary: even encourage them to name the objects/ pictures using their native language.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Picture chart, textbook, traffic signs, matching chart.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Greet the students by saying Assalam-o-Alaikum / Hello / Good morning.
2. Appreciate those students who respond to the greetings correctly.
3. Ask the students to open their textbook on page 109 (Edition 2018-19).

Tad and his Cow

"I am Tad", said Tad.
Tad has a .
"Moo", said his .
"I can work with this , said Tad.
"Moo", said his .
"It is a dream to work as a team with this ", said Tad.
"Moo, moo, moo", said his .

4. Brainstorm some words that could fit into the poem in place of a picture.
5. Tell the students that while reading the poem, the word "cow" will take place of the "picture of cow".
6. Read the poem "Tad and his Cow" with proper intonation and stress.

Tad and his Cow

"I am Tad", said Tad.

Tad has a cow.

"Moo", said his cow.

"I can work with this cow, said Tad.

"Moo", said his cow.

"It is a dream to work as a team with this cow", said Tad.

"Moo, moo, moo", said his cow.

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

The teacher will:

1. Read aloud the story 'Tubby and Tina' from textbook page 107 (Edition 2018-19) to the class. (Don't ask the students to open their book neither display or write on the writing board.)

Tubby and Tina

Tubby, the dog, has a bone. Tina, the black cat, comes there. Tina tries to take the bone. Tubby chases Tina away. Tubby sits and eats his bone.

2. Now write the story 'Tubby and Tina' in the following way.

Tubby, the **has a** **. Tina, the black** **comes there.**

Tina tries to take the bone. Tubby chases Tina away.

Tubby sits and eats his **.**

3. Ask the students to retell the story by replacing pictures with naming words.
4. Ask the students to identify characters in the poem.
5. Help the students to discover how pictures can take the place of words.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

- Tell students that replacing picture with naming words increases their vocabulary and help them in writing about pictures/events.

ASSESSMENT | 5 MINUTES

1. Ask students to complete the given sentences by replacing the pictures with words.

1. I am drinking .
2. She is watching .
3. They are eating .
4. My father is driving a .
5. Sara is playing with .

HOMEWORK / FOLLOW UP | 2 MINUTES

The teacher will:

1. Ask students to paste the pictures of their favourite sports goods/items (bat, ball, racket,) in their drawing book, and write their names under it.
2. Throughout the year ask for picture description.

LESSON

37

PREPOSITIONS

STUDENT LEARNING OUTCOMES

- Recognise, identify and use a few words showing position e.g. up/down, here/there (preposition of location), a few words showing position e.g. in, on, to, with.

INFORMATION FOR TEACHERS

1. Connect the learning here to what was previously learnt by students about naming words and action words.
2. Encourage the students to sue the prepositions in routine classroom situations.
3. While teaching the lesson the teach should also consult the textbook at all steps when applicable.

DURATION / NO OF PERIODS: 70 MIN / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Picture chart, textbook, traffic signs, matching chart.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Ask students what is the difference between saying 'I am sitting on a tree' and 'I am sitting under a tree.'
2. Tell them that the words 'on' and 'under' change the position of the person in the sentence, that is why they are called prepositions.

DEVELOPMENT | 55 MINUTES

Activity 1: 20 Minutes

The teacher will:

1. Introduce words showing position through demonstration with the help of the following sentences:
2. Go up. (Say this sentence while standing near the stairs and pointing upwards).

OR

3. Come down. (Say this sentence while standing near the stairs and pointing downwards while the student is up on stairs).

OR

4. Come here. (Say this sentence to call a student who is away from you. Pointing him/her to come close to you).

5. Go there. (Say this sentence to a student who is close to you, to tell them to go to a place which is away from you. Pointing him/her to go away from you to a certain place).
6. Ask the students to practise words showing position in pairs following the way you used those words.
7. Ask a volunteer to follow the commands. Then ask another student to give the commands. Tell them to do it at a fast pace to make it interesting. Switch volunteers and repeat one or two times.
8. Select a text having words showing position. Practice reading these words with the students. When enough practice is given and students are able to read these words independently, ask them to underline words showing position used in the text.
9. Ask the students to use words showing position to give directions to their friends.

Activity 2: **15 Minutes**

1. Create similar activities for other pairs of prepositions, such a 'in/out.'
2. Bring a big empty box to class. Also bring a toy (a doll or a stuffed toy).
3. Show the students and tell them that you are putting the toy in the box, then show and tell them that you are taking it out of the box.
4. Make them close their eyes, and ask them to guess where they think the toy is, in the box or out of the desk. (Some will say it is in and some children will say that it is out of the box).
5. Then ask them to open their eyes and see where it is. Repeat these steps a few times.
6. Start adding the use of action words too, such as 'The baby is weeping'.
7. Ask students what they do when they go out of the classroom. (play, drink water).

Activity 3: **10 Minutes**

1. Introduce the prepositions 'on' and 'under'.
2. Show and tell he meaning by saying 'I am sitting on a chair', 'The doll is under the chair'.
3. Ask them questions such as:
   - Do cows sit on a tree or under a tree?
   - Do you sleep on a bed or under it?
   - When it is raining, people want to be under an....? (umbrella, or a roof).
   - Do you put your books on your desk or under it?

Activity 4: **10 Minutes**

1. Give some commands mixing prepositions, action words and naming words, such as:
   - Put your hands on your head.
   - Put your hands up.
   - Put your hands on your waist.
   - Take your tongue out of your mouth.
   - Put your book back in your bag.
   - Put your pencil under your chair.
   - Put your pencil in your bag.

CONCLUSION / SUM UP | 3 MINUTES

1. Bring to class as many bright objects as there are students in your class. If it is difficult for you to find so many, make little balls by crumpling up kite paper in different colors.
2. Give one bit of crumpled paper or ball to each child.
3. Ask the students to work in groups of 4.

4. Ask them to place or hide their balls somewhere.
5. Then each group member will guess where the rest of his/her finds hid their toys: Under the table? On the floor? In the bag, etc.
6. At the end, ask the children to share where they hid their paper balls.

ASSESSMENT | 5 MINUTES

1. Use above activity to assess students' progress.
2. Teacher is also required to involve the student in solving the exercise at end unit / chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Include prepositions in your daily conversation with the students and draw their attention to the use of these words. For example: when you talk to them about the weather in the morning, you may say, "there are clouds in the sky today' on a cloudy day. Or you can say, "Please use an umbrella when it rains so you don't get wet'.

LESSON 38

ARTICLES (A, AN, THE)

STUDENT LEARNING OUTCOMES

- Identify and recognise the rules for the use of a, an, and the.
- Choose between a and an.

INFORMATION FOR TEACHERS

1. There are three articles in the English language: a, an, and the.
2. Articles 'a' and 'an' are called indefinite articles because they refer to the things or nouns in a general sense.
3. 'The' is called the definite article because it refers to a specific noun or when 'the' identity of the noun is already known to the readers.
4. The choice between 'a' and 'an' is determined by the initial sound of the word.
5. Article 'a' is used before a noun or adjective beginning with a consonant sound, e.g., a pen, a laptop, a jug.
6. Article 'a' is also used before the words that start with a vowel letter that produces a consonant sound, e.g., a union, a university, a European country, etc. These words start with a vowel letter, but the vowel letter gives a consonant sound.
7. Article 'an' is used with the words that start with vowel sound, e.g., an egg, an aeroplane, an umbrella.
8. 'An' is also used with the words that begin with a consonant letter that is mute or silent, e.g., an hour, an honest person, an heir, etc.
9. Plural nouns do not take indefinite articles (a, an).
10. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Ask students what a noun is. (Naming words, e.g., a fan, a book, a bag, etc.)
2. Ask them to define an adjective (a word that gives more information about a noun) e.g.,
   - a beautiful (adjective) flower (noun)
   - a heavy (adjective) bag (noun)
3. Now write (a, an, and the) on the writing board and ask students if they know these words.
4. Allow a few students to share their responses.
5. Tell students that these words (a, an, and the) are a type of adjective called articles or determiners, because they help us to describe a noun. They tell us whether we are talking about:

- A particular noun
- A general noun

6. Tell them that today they are going to learn how to use articles.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Review the definitions of definite and indefinite articles with the whole class.
2. Explain the basic rules with examples.
3. Review the following examples of articles used with words with the class:
   - an animal,
   - an elephant,
   - an ice cream,
   - an owl,
   - an umbrella
   - a tree,
   - a bee,
   - a snake,
   - a cake
4. Ask students to notice the first letter (and sound) of each word that takes an 'a' or 'an'.
5. Now, write the following sentences on the board and ask students to quickly discuss in pairs and decide which article should be used in each blank:
   - ____ clown came to my birthday party.
   - ____ owl flew over our heads.
   - ____ dog chased the ball.
6. Next, tell students that they are going on a picnic tomorrow. Everyone must bring a few items.
7. Ask students to think of, or draw, items they would bring to the picnic.
8. Write the prompt on the board:

   "We're going on a picnic and I'm bringing a/an/the _____."
9. Do a round-robin chain (an oral chain activity in which students brainstorm or share responses in a circle) with each student adding an item.
10. Encourage students to think beyond food items, such as a ball, a hat, a friend, an easy book. As the students respond, they repeat what each student said, and then add their own item.

    For example: Gul is bringing an apple, Saira is bringing a camera, and I'm bringing a ball.

Activity 2: 10 minutes

11. Write the following words and key on the writing board.
    - _____ goat
    - _____ mobile
    - _____man
    - _____ant
    - _____old woman
    - _____eraser
    - _____notebook

- _____bat
- _____orange.
- _____ Holy Quran
- _____ Holy Prophet

Key: An ⟶ used before a word beginning with a vowel sound

A ⟶ used before a word beginning with a consonant sound

The ⟶ used with specific/ particular/ already mentioned nouns.

12. Ask students to work in pairs and add 'a' 'an' or 'the' before the given words by using the key.
13. After a few minutes, invite 3 – 4 students to share their responses with the whole class.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by reviewing the following key points with the whole class:
   - A, an, and the are called articles.
   - Articles help define nouns as specific or nonspecific. For example:

   A clown came to my birthday party.
   - The defines a noun as specific. For example:

   Take the bus. (The bus is a specific bus, not just any bus).

ASSESSMENT | 5 MINUTES

1. Write the following sentences on the writing board and ask the students randomly to fill in blanks with correct articles:
   - Islamabad is _____ capital of Pakistan.
   - Maryam is eating _____ egg.
   - This is _____car.
   - Come back in _____ hour.
   - A cow is _____ useful animal.
2. Ask students to write only correct answers in their notebooks.
3. Review their answers with the whole class.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to select a page from their textbook and underline all the articles on that page.
2. Ask them that they may use red colour for definite articles and blue for indefinite articles.

LESSON

39

GREETINGS

STUDENT LEARNING OUTCOMES

- Articulate, recognise and use some formulaic expressions to:
  - Exchange some routine greetings
  - Exchange some social courtesies

INFORMATION FOR TEACHERS

1. Teaching students to greet people politely is the first step for good manners. It also sets a foundation for good communication skills in future.
2. Starting the class by greeting your student's helps in setting 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 is your day?
3. During teaching, extend greetings and courtesies to students and provide them phrases to learn, practice and reproduce appropriately. Give them multiple options, for example "Assalam-o-Alaikum" "Good morning", "Good evening", "Good afternoon", "Good night", "Allah Hafiz", "Shab Bakhair" and "Good bye".
4. Create opportunities for students to have real conversations with each other rather than just role plays in class. This will help to develop students' interpersonal skills.
5. Greeting each other is not a one-time activity, it is a routine. Be an example to the students – model the correct way to use greetings to students. Greet the students when you meet them and use appropriate parting comments when you leave.

DURATION / NO OF PERIODS: 35 MINUTES/1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Picture chart, textbook, traffic signs, matching chart.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Greet the students by saying Assalam-o-Alaikum/Hello/Good morning. Appreciate those students who respond to the greeting correctly.
2. Ask the students, "When you wake-up in the morning and see your mother / father / sister / brother, what do you say?" (expected answer, Assalam-o-Alaikum)
3. Tell the students that we say "Assalam-o-Alaikum" or "Good morning". Emphasize that

saying 'greetings with love and happiness in the morning' will set a positive tone for 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 students to repeat after him/her, "How are you?" (Articulate the sentence with proper pauses 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 pauses so that the students hear and understand each word correctly.) Repeat the sentence 6 – 7 times.

Role play:

The teacher will:

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

Activity 2: 10 Minutes

The teacher will:

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 pauses so that students hear and understand each word correctly.) Repeat "good bye" 6 – 7 times with students.

3. Tell the students that they should say the parting greeting when they leave the school/ house. Encourage students to use this greeting with each other.
4. Tell the students to say "Allah Hafiz" or "Good bye" at the end of the day/class (say it cheerfully and by making eye contact).

CONCLUSION / SUM UP | 3 MINUTES

- The teacher will tell students that today, they have learnt how to articulate and use some basic routine greetings in our daily life.

ASSESSMENT | 5 MINUTES

1. The teacher will informally assess students' abilities to exchange basic routine greetings during activities.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. The teacher will ask students to exchange basic routine greetings with their siblings at home several times.
2. Throughout the year, continuously guide and assess students' abilities to exchange basic routine greetings. Make it a routine to greet students first yourself and then encourage them to respond properly.
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 provide individual responses, giving them the vocabulary, they need as they go along.

ENDING SOUNDS

STUDENT LEARNING OUTCOMES

- Identify words that end with the same sound, e.g., /ng/.

INFORMATION FOR TEACHERS

1. In the English language, there are 26 letters but phonemes (the sounds of letters) are 44.
2. Before teaching this lesson, make sure students are familiar with the letter sounds in English.
3. Children enjoy pronouncing words of the same beginning and ending sounds, e.g., bus, bat, bull, fat, rat, cat, etc.
4. Select vocabulary that is easy and according to the grade level for students, and preferably provide them practice with single-syllable or three-letter words, e.g., fan, man, etc.
5. The focus should be on the sound of letters in a word. While teaching this, make it fun with the help of activities.
6. Nursery rhymes provide an excellent resource for the practice of words with the same ending sounds.
7. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Sing with the class the Humpty Dumpty rhyme with actions.

   Humpty Dumpty sat on a wall

   Humpty Dumpty had a great fall

   All the king's horses and all the king's men,

   Couldn't put Humpty together again.
2. Now, read the poem to students a second time, point out the first two words that rhyme: wall and fall. Say, "Wall and fall rhyme because they sound the same at the end. They both end with the sound -all."
3. Ask students, "What other words can you think of that rhyme with wall?" (hall, mall, ball, call, tall)
4. Ask, "How do you know that the word you said rhymes with fall and wall?" (because the ending of the word sounds the same as the ending of wall; they both end with the sound -all)
5. Tell the students that today we are going to practise words with the same ending sounds.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Briefly explain same ending sounding words to the students by giving examples from common or familiar objects, e.g., fan, pan, rest, test, rail, pail, song, long, sing, wing, etc.
2. Tell them that the same ending sounds of words can be vowel sounds (e.g., three, tree, see) or consonant sounds (e.g., fan, pan, ran).
3. Now, draw the following table on the writing board:

List 1	List 2	List 3	Ending sounds letters
Cat	Sat	Bat	
Cook	Look	Book	
Bed	Fed	Red	
Boat	Coat	Goat	
Chalk	Walk	Talk	
Chest	Rest	West	
Run	Bun	Fun	
Ring	Thing	Sing	
Wrong	Song	Long	

4. Ask students to read the words in the table aloud in pairs, and to identify the same ending sounds of the words.
5. After a few minutes, invite a few students to pronounce and write the same ending letters for the ending sound against each row.
6. Read every word loudly and highlight the same ending sound of each word.
7. Ensure that all students identify the same ending sounds in the given words.

Activity 2: 10 minutes

1. Write the following words on the writing board:

   big, cat, ball, bed, sat, tall, map, hit, tell, right, cap, red, wig, sit, bell, sight.
2. Ask students to work in pairs and pair the words with the same ending sounds.
3. After a few minutes, invite a few students to share their work with the whole class.
4. Finally, write the pairs of words with the same ending sounds on the board and ask students to compare them with their work.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling students that, to identify the same ending sounds of words, they must focus on the ending letter of the words. Then, identify the sound of the letter.
2. Give them a few more examples.

ASSESSMENT | 5 MINUTES

1. Tell students that they are going to listen to a few words that end with the same ending sound, e.g., -ock. Say one example of a word that ends with this sound (e.g., lock).
2. Readout a list of words that have -ock ending mixed up with some words that do not have that ending (e.g., sock, rock, song, block, flock, work, and so on).

3. Ask students to clap every time they hear a word that ends with -ock.
4. If time allows, do it for another word ending, e.g., -en, or -ub, etc.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to select one page of their choice from their textbook, and to copy the words with the same ending sound in their notebook as a home assignment.

LESSON

41

DESCRIBING COMMON OBJECTS

STUDENT LEARNING OUTCOMES

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

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 MINUTES/1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, pictures of different objects or real-life objects, 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.

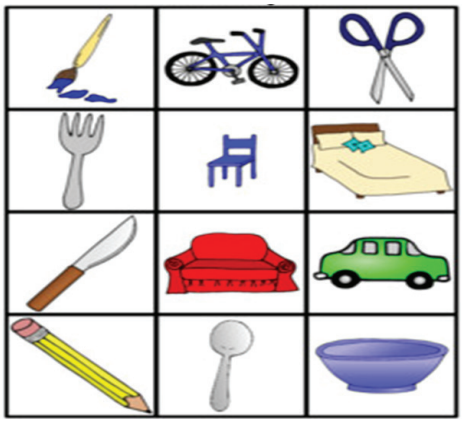
DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Exhibit a chart or collection of different common things in the classroom: **table, chair, book, pencil, etc.**
2. Ask a few students to come forward one by one. Point to different objects and ask

students to pronounce the names of the objects.

3. Draw the following pictures on a chart or the writing board:



4. Point to an object and ask students to name it. As they tell its name, ask them to describe what it is in a few words.

Activity 2: **10 min**

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 | 3 MINUTES

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

ASSESSMENT | 5 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. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to make a list of objects they have in their school bags.
3. Throughout the year, continuously guide and assess students' abilities to name and describe common objects.

Month

5

LESSON
42

MASCULINE / FEMININE

STUDENT LEARNING OUTCOMES

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

INFORMATION FOR TEACHERS

1. Gender is defined as a classification of a noun or pronoun as feminine, masculine or neuter.
2. English doesn't really have a grammatical gender as many other languages do. It doesn't have a masculine or feminine for nouns unless they refer to biological sex (e.g., woman, boy, Ms, etc).
3. In general, there's no distinction between masculine and feminine in English nouns. But sometimes we show gender in different words when referring to people or animals.
4. It's important to distinguish between grammatical gender and natural gender. Natural gender is simply the biological sex of a person, animal, or character. Grammatical gender is a way of classifying nouns.
5. Masculine gender indicates males such as boy, nephew, husband, father, man, king, etc.
6. Feminine gender denotes females, for example, girl, niece, wife, mother, woman, queen, etc.

List of masculine and feminine words in English

Masculine	Feminine	Gender neutral
man	woman	person
father	mother	parent
boy	girl	child
uncle	aunt	
husband	wife	spouse
actor	actress	
prince	princess	
waiter	waitress	server
rooster	hen	chicken

7. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Write the following sentences on the writing board:
   - He is a man of his word.
   - Aslam is a good boy.
   - She comes here every day.
2. Ask students to talk about the words in the above sentences which denote gender (male or female).
3. Tell students that gender shows if a naming word is masculine (male), feminine (female), or neuter.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Write the following words on the writing board:
2. brother, sir, prince, actor, uncle, sister, madam, actress, wife
3. Divide the class into pairs.
4. Ask pairs to discuss the words written on the writing board and classify masculine and feminine in two separate columns.
5. Ask pairs randomly to share their answers with the whole class.

Activity 2: 10 minutes

1. Make 4 – 5 sets of flashcards of the following words:
2. son, man, cock, boy, bull, master, father, king, hen, cow, daughter, mistress, woman, girl, queen, mother
3. Divide the class into 4 – 5 groups.
4. Shuffle the flashcards in each set and give each group one set of flashcards.
5. Ask them to place the flashcards in the centre of the group at a table/ desk/ chair.
6. Ask them to take turns to find masculine and feminine gender pairs. Each player will have half a minute to find a pair. The player who finds the highest number of pairs will win.
7. Once they are done, invite one student from each group to show both flashcards showing masculine and feminine to the whole class.

CONCLUSION / SUM UP | 3 MINUTES

Conclude the lesson by telling students that:

1. Gender is defined as a classification of a noun or pronoun as feminine, masculine, or neuter. For example, man, woman, person or boy, girl, child, etc.

ASSESSMENT | 5 MINUTES

1. Ask students to think of feminine of the following words.

   brother, he, prince, uncle, husband, father.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask students to write the masculine of the following nouns in their notebooks:
3. she-goat, bitch, horse, sister, heroine, waitress.

LESSON
43

INDEFINITE ARTICLES (A, AN)

STUDENT LEARNING OUTCOMES

- Identify ‘a’ or ‘an’ as articles.

INFORMATION FOR TEACHERS

1. Article ‘a’ is used before a singular countable noun that starts with a consonant sound for example: a chair, a table, a cup, etc.
2. Article ‘an’ is used before a singular countable noun that starts with a vowel sound, for example: an apple, an umbrella, an egg, etc.
3. Article ‘a’ is also used before a countable noun that starts with a vowel letter that does not give vowel sound, for example, ‘a university’, ‘a unicorn’, etc.
4. Article ‘an’ is also used before a word that starts with a mute consonant, for example: an hour, an honest person, etc.
5. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Ask students to recall the definition of a noun.
2. Write down the following words on the writing board:

   an apple, a book
3. Ask students to read the sentences and tell if they know about underline words.
4. Tell the students that these words (a, an) are called articles or determiners because they help us in describing nouns and their numbers.
5. Article ‘an’ is used with words starting with vowel sounds and ‘a’ is used with words starting with consonants sounds.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Make flashcards of the following words:

   cook, insect, university, honour, chair, hour, animal, paper, table.
2. Show one flashcard at a time to the whole class.

3. Tell students that they will stand up if the word takes 'an' and they will keep seated if the word shown in the flashcard takes 'a' before it.
4. Repeat for all the words listed above.

Activity 2: **10 minute**

5. Select a unit from the textbook in which indefinite articles are used.
6. Divide the class into pairs.
7. Ask students to scan the text of the unit to find out examples of words taking 'a' or 'an'.
8. As the pairs work, move around and assist them where needed.
9. Once they are done, invite 3 – 4 pairs to share their examples with the whole class.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by restating the key points of the lesson.
2. Give a few more examples of 'a' and 'an'.

ASSESSMENT | 5 MINUTES

1. Write the following sentences with blanks on the writing board:
   - I bought _____ book (an, a)
   - I ate _____apple (an, a)
   - He reads in _____university. (an, a)
   - He is _____ honourable man. (an, a)
   - Aslam is _____honest man. (an, a)
   - _____ ant is a hardworking insect. (an, a)
2. Ask students to choose the correct article to fill in the blanks. Ask them to write it with the noun in their notebooks.
3. Randomly check students' answers and then review the answers with the whole class.

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON
44

ARTICLES WITH PLURAL NOUNS

STUDENT LEARNING OUTCOMES

- Recognise that plural nouns do not take the articles ‘a’ or ‘an’.

INFORMATION FOR TEACHERS

1. Refer to the previous lessons about articles.
2. Articles act like adjectives and modify nouns.
3. ‘a’, ‘an’ are called indefinite articles.
4. They are used before a singular countable noun.
5. ‘an’ is used before a noun starting with a vowel sound and ‘a’ with a noun starting with a consonant sound.
6. Plural countable nouns do not take the articles ‘a’ and ‘an’.
7. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, charts, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Write the following words on the writing board:
   stars, table, pencil, apple, chairs,
2. Ask students to identify singular and plural nouns.
3. Review the rules for the use of articles.
4. Tell students that we use (a, an) with singular countable nouns.
5. Tell students that plural nouns do not take ‘a’ and ‘an’.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Review the concept of countable plural nouns with the class.
   Countable noun: The noun has both a singular and plural form. The plural is usually formed by adding an “–s” or an “–es” to the end of it.
   - one horse, two horses
   - one chair, two chairs

- one match, two matches

Countable nouns may also have irregular plural forms.

- one child, two children
- one mouse, two mice

2. Remind students that we use ‘a’ or ‘an’ with general singular countable nouns. Plural nouns do not take ‘a’ or ‘an’.
3. Write a list of singular and plural countable nouns. Include the words that start with vowel sounds, for example, books, oranges, cat, apple, tables, umbrellas, fan, egg, button, chairs, pen, notebooks, etc.
4. Make columns on the writing board as shown below:

a	an	x

5. Divide the class into pairs.
6. Tell students to copy the table in their notebooks. Next, ask them to discuss in pairs and write the words that take ‘a’, or ‘an’ in their relevant columns. Explain to them that the column with ‘x’ is for the words that do not take ‘a’ or ‘an’.
7. While the pairs work, move around and assist them where required.
8. Once they are done, review the answers with the whole class.
9. Make sure students understand that plural nouns do not take ‘a’ or ‘an’.

Activity 2: **10 minutes**

1. Tell students to continue working in the same pairs.
2. Assign them to scan a unit of their textbook for plural nouns.
3. Ask them to find ten examples of nouns that do not take ‘a’ or ‘an’.
4. Invite 3 – 4 pairs to share their words with the whole class.

CONCLUSION / SUM UP | 3 MINUTES

Tell the students by concluding:

1. ‘a’, ‘an’ are called indefinite articles.
2. They are used before a singular countable noun.
3. ‘an’ is used before a noun starting with a vowel sound and ‘a’ with a noun starting with a consonant sound.
4. Plural countable nouns do not take the articles ‘a’ and ‘an’.

ASSESSMENT | 5 MINUTES

1. Write the following words on the writing board:
2. cats, notebooks, chalks, chart
3. Ask students to tell which of these nouns do not take (a, an).

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON
45

VOCABULARY BUILDING

STUDENT LEARNING OUTCOMES

- List items of a similar category from a given text/picture.

INFORMATION FOR TEACHERS

1. Categorization is the act of sorting and organizing things according to group, class.
2. Categories are important and categorization changes over time with learning from the way something looks, to the way it acts, to its function, etc. After a student is able to categorize properly, they can use the skill to make distinctions between items/things etc. rationally. Categorizing in language is important because:
   - It gives us a way to distinguish between items/things.
   - It provides connections between ideas for similarities/differences.
   - It gives us a way to group our thoughts.
   - It helps build students' vocabulary.
3. The teacher should try to use items of similar category present/available in the class.
4. Do not tell the students more than 5 items in a specific category so that they can grasp the concept.
5. Give example of items from daily life.
6. Make the task easy by cutting pictures of different items from magazines, newspapers etc.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, marker/chalk, pictures, charts

INTRODUCTION | 5 MINUTES

The teacher will:

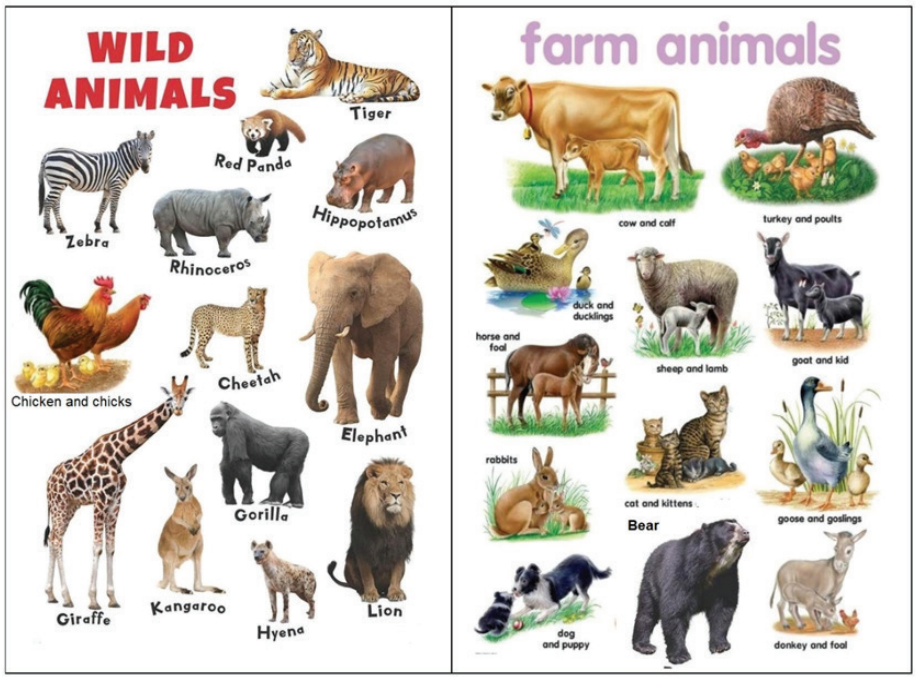
1. Begin the class by greeting "Good morning/Assalam-o-Alaikum" to the students and the students will answer the greeting by saying "Good morning/Walaik-um-Assalam".
2. Ensure that the students respond to the greetings properly.
3. Say "How are you doing kids?' and make sure that the students reply, "We are fine, thank you."
4. Write the words lion, tiger, zebra, elephant, and giraffe on the writing board and read the words aloud and ask the students to repeat these words.
5. Tell the students that one can place all these words under the same category known as 'wild animals.
6. Tell the students that things are categorized for the purpose to recognise them easily.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

The teacher will:

1. Display two charts i.e. Wild animals and farm animals on the writing board and ask the students to look at both the charts carefully to identify the odd animals in both the charts.



2. Repeat the same process for vegetables and fruits.

Activity 2: 10 Minutes

The teacher will:

1. Write the following text on a chart and ask the students to identify animals, stationery and fruits.
2. Ask the students to help you write items on the writing board according to its category.

I have a good story book, but my cat is very naughty. My cat does not let me read my story book. I have a puppy too. My puppy plays with my cat. While reading when I feel hungry, I eat an apple. I like mangoes too. My brother likes cows. He also loves to write with pencil.

Animals	Stationery	Fruits

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

1. Tell the students that we have learnt how to put animals and things into different categories based on their unique features.

ASSESSMENT | 5 MINUTES

The teacher will:

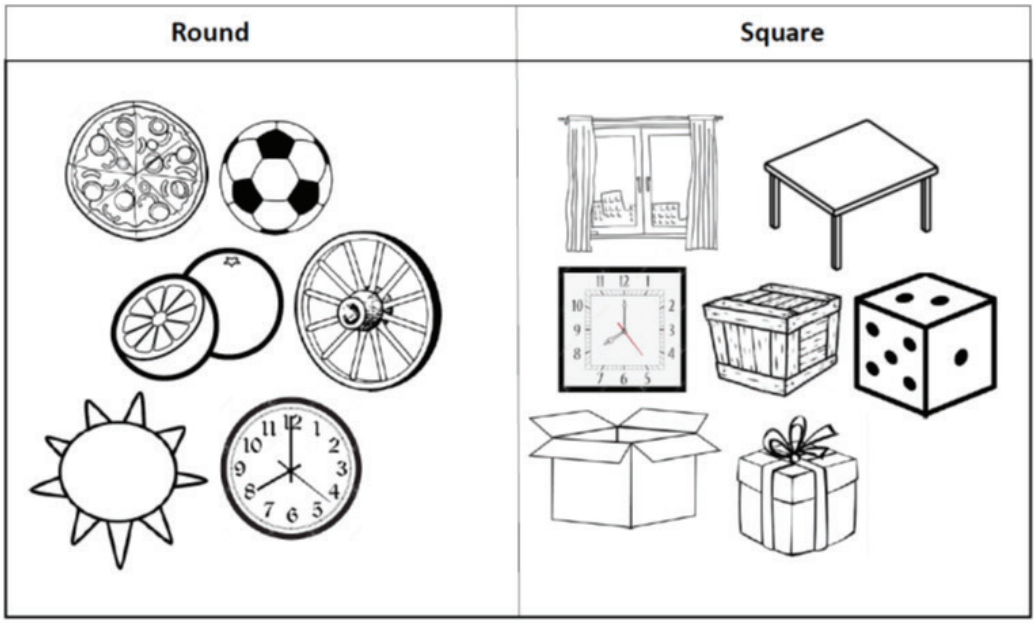
1. Provide a word bank of different items (fruits, vegetables and buildings) to the students.
2. Draw three boxes on the writing board and write specific categories on each one.
3. Ask the students to pick a word from the word bank and place it in its respective category.

HOMEWORK / FOLLOW UP | 2 MINUTES

The teacher will:

1. Ask the students to draw a picture of five (5) round shape objects and five (5) square shape objects in their notebooks.
2. Prompt the students in the class to come up with as many ideas as possible to help them with homework.
3. Throughout the year, tell the students about items of different categories like clothes (winter clothes, summer clothes), foods (spicy, candy, fruits, and vegetables), drinks (hot drinks, cold drinks), toys, functions, appliances, furniture, etc.

Expected answers:



LESSON

46

UNIT 7: SPORTS DAY

INTRODUCE YOURSELF

STUDENT LEARNING OUTCOMES

- Demonstrate common conventions and dynamics of oral interactions in a group to:
  - introduce themselves and others
  - participate in conversation

INFORMATION FOR TEACHERS

1. Create activities for students to have healthy conversations with each other. This will help to develop student's interpersonal skills.
2. You must 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.
3. Always ask for permission before taking someone else's belonging.
4. As you practice conversation, also demonstrate the use of appropriate body language for different communicative functions for example:
5. Tell them that while talking to people, do not speak when the other person is speaking, wait for your turn.
6. Tell them it's polite to answer if somebody is asking some questions or wants to talk.
7. Ensure that students listen to each other with respect.
8. While teaching the lesson, the teacher should also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES/1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, chart, chalk/marker, 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").
2. Ask, "How are you?" (Expected response: "Fine, thank you"). Ensure that students respond to the greeting.
3. 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 Saima. My name is Amjad. , 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

5. 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?"***
6. 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.
7. 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).
8. 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 Saima. 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 Gul Bano."***
9. When you talk to someone, it is polite to pay attention and make eye contact with them.
10. Tell students to practice in pairs and ask and tell each other their names.
11. 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. Helpthe students to carry 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 Saima. 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 Sonia."

   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 | 3 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 | 5 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. Assign students to do the relevant activities/ exercises from their textbook as homework.

SHORT NOTICES & SIGNS

STUDENT LEARNING OUTCOMES

- Interact with text and use reading strategies (while reading) to follow instructions in short school and public notices or signs with visuals.

INFORMATION FOR TEACHERS

1. Instructions can be in written form, verbal, or in the form of gestures/ non-verbal.
2. Give students practice to follow the instructions.
3. This is very helpful for life skills.

DURATION / NO OF PERIODS: 35 MINUTES/ 1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Draw the following sign on the writing board:

2. Ask students to guess what it means. (indicates something is not permitted)
3. Write the following notice on the writing board (or write it on a paper and display it on the class notice board – if you have one):

   'The school will open at 7:00 am daily from tomorrow.'
4. Ask students to read the notice and discuss what it means. Ask them to discuss what time they will have to leave their homes in the morning to reach the school at 7:00 am.
5. Tell students that today they are going to practise reading and following the instructions in notices or signs.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Draw a pole of traffic lights on the board. Colour them red, yellow and green.

2. Elicit from students that the drawing shows traffic lights that are red, yellow and green.
3. Ask students to guess what message each light conveys. (Red light says 'stop', yellow says 'get ready' and green says 'go').
4. Give students a minute to discuss in pairs and then allow 2 – 3 students to share their answers with the whole class.
5. Tell them that in our daily life, we come across several signs and visuals that communicate certain messages to us, just like traffic lights. It is important to understand those messages. Otherwise, we may get into trouble. Imagine what a driver will do if he doesn't understand the message of traffic lights!
6. Now, display the following picture on a chart and ask students to discuss in pairs what each sign shown in the picture means.

Activity 2: **10 minutes**

1. Tell students that we also see many notices at public places that tell us to do or not to do certain things.
2. Write the following table on the board:

Public Notices	Public Places
Be quiet	at the petrol pump
Do not eat	in the cafeteria
No smoking	in the library
No running around	in the classroom
Don't throw food	in the library
No talking	in the art room

3. Divide students into pairs and ask them to match the public notices with the public places.
4. Once they are done, invite 3 – 4 pairs to share their answers with the whole class.
5. Review the meanings of the messages with the class. Ask them to share their experiences of these or any other signs they have seen anywhere.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude by restating the key points of the lesson.

ASSESSMENT | 5 MINUTES

1. Ask the following questions from the students.
2. What is meant by 'yellow light' in traffic signal?
3. What is meant by 'green light' in traffic signal?
4. Draw the following sign on the board and ask students to guess what it means:

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Search a sign or public notice from your textbook and share the instructions with the class the next day.

LESSON

48

ALPHABETICAL ORDER, TIME, & CALENDAR

STUDENT LEARNING OUTCOMES

- Use first and second letters to arrange words in alphabetical order.
- Locate specific simple information in a clock (by the hour) by looking at the position of the hands of the clock.
- Locate the month and day in a calendar by reading across and down.

INFORMATION FOR TEACHERS

1. Go through the relevant activities/ exercises in the textbook before teaching this lesson.
2. While teaching the lesson, also consult the textbook at all steps.

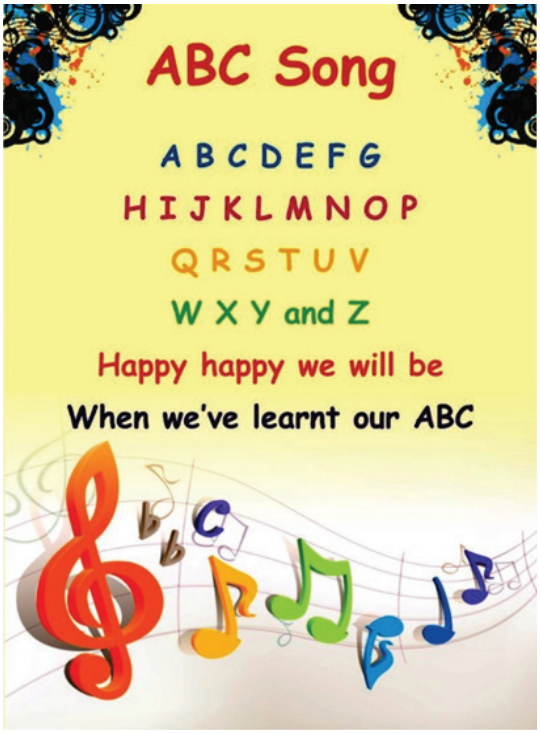
DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker duster, a large wall clock with bold numbers, calendar, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Sing the alphabet song with students.



2. Tell students that today they are going to use their knowledge of the sequence of the letters of the alphabet to arrange words.

DEVELOPMENT | 55 MINUTES

Activity 1: 20 Minutes

1. Tell students that they learnt their ABCs in previous classes, but the use of ABC will continue throughout their lives. Say, "By singing this song today, you've recalled the order in which letters of the alphabet are arranged. Now, we are going to use this alphabetical order to arrange words – just as they are arranged in a dictionary."
2. Explain to the students how to organize words using the sequence of the letters of the alphabet. Revise the letters of the alphabet orally and provide a chart/list of the alphabet for a recap.
3. 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.
4. 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.
5. Help them to see which letter comes first, second, and so on in the alphabet list. They may write 1, 2, 3.. on the/next to the letters. For example 1-a,2-b,3-c,4-d,5-e,6-f.
6. Using this cue, the students may come to the blackboard one by one and write the words using alphabetical order; apple, bat, cake, desk, egg, fan. Practice this activity a couple of times with each student using the blackboard.
7. Give similar practice on worksheets/ notebooks.
8. Provide another list of words in which the first letters of every word are the same but the second letters are different. Use the blackboard to introduce the activity in the same manner as above. Ask the students to look at the second letter and arrange the words in alphabetical order. The list may be dug, dig, desk, date, doll.
9. Write a few simple words on the board: **cat, dog, fan, bun, apple, girl, egg, run, pan, arm, boy, film, cup, pen, dig, rat.**
10. Ask students to work in pairs and arrange these words in alphabetical order using the first and second letters of the words. Remind them of an example of arranging words alphabetically using first and second letters.
11. Draw a table on the board as shown below and ask students to copy it in their notebooks to arrange the given words alphabetically:

First Letter	Second Letter	Word

12. Remind them that they have done this in Grade 1 as well.
13. While the pairs work, move around and assist them where needed.
14. Once they are done, review the answers with the whole class.

Activity 2: **15 Minutes**

1. Bring a clock with minute and hour hands with you and show it to the students. Tell them that the small hand is called the 'hour hand'. The bigger hand is called the 'minute hand'. Tell them clearly that we are going to read time by looking at the hour hand.

2. Keep the minute hand on twelve during this activity.
3. Tell the students that the clock has numbers from 1 to 12. Ask them if they have heard people telling time. Ask, "What time do they come to school and what time do they leave?"
4. It is 1 o'clock when the hour hand is on 1. It is 2 o'clock when the hour hand is at 2. It is 3 o'clock when the hour hand is at 3, and so on.
5. Ask the students to tell the time while keeping the hour hand on different numbers from 1 to 12.

Activity 3: **20 Minutes**

1. Draw the following calendar on the writing board (or get its photocopies or bring an actual calendar to the class):

2. Explain the concept of a calendar to the class. Show them a calendar and demonstrate how months, weeks, and days are shown in the calendar.
3. Ask students to work in pairs and find out the following information from the calendar page drawn on the board:
   - What is the first day of the week?
   - How many days are there in the last week
   - What day is June 24th?
4. As pairs work, move around and assist them where needed.
5. Review the answers as a whole group.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling the students that:
2. Words in a dictionary are arranged according to the alphabetic order.

3. A clock tells us the time. It has two hands. The hour hand tells the hour and the minute hand tells the minutes.
4. Calendar helps us know about dates and days of the month.
5. Always write the date and caption on top of the page when doing the classwork or homework on a page of the notebook.

ASSESSMENT | 5 MINUTES

1. Ask the students to arrange the following words in alphabetical order according to the first or second letter.

   camel, letter, fan, aeroplane, monkey

   sing, sale, star, setting, song
2. Divide students into two teams/groups
3. Give each team/group one 6 little chits of paper cut into circles, with numbers from 1-12 written around it (like on a clock dial).
4. Each team/group will draw the hour hand and ask the other team to guess what the time is on their clock.
5. The team/group that asks the question should also know the correct answer for them to get points.
6. Each team/group will score points for giving the correct answer.
7. Explain to the children that they should discuss with each other and only give one answer, they won't be able to change their answer.
8. Involve students in solving the exercises at end of the unit/chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Remind students to write the date and caption on top of the page during all periods of different subjects.
3. Write the date and topic on the board for them to copy.

LESSON
49

SHOWING POSSESSION

STUDENT LEARNING OUTCOMES

- Use of has/have to show possession.

INFORMATION FOR TEACHERS

1. Ensure to utilize familiar and useful resources in the classroom.
2. Encourage students to actively participate in the activities while explaining the concept of "has and have".
3. The teacher should also consult the textbook when and where required.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Begin the class with a smile and say Assalam-o-Alaikum/Greetings.
2. Ask the following questions from a few students randomly.
   - How many brothers/sisters do you have?
   - How many books are there in your bag?
   - How many pencils does Ali have? (name any student from class)

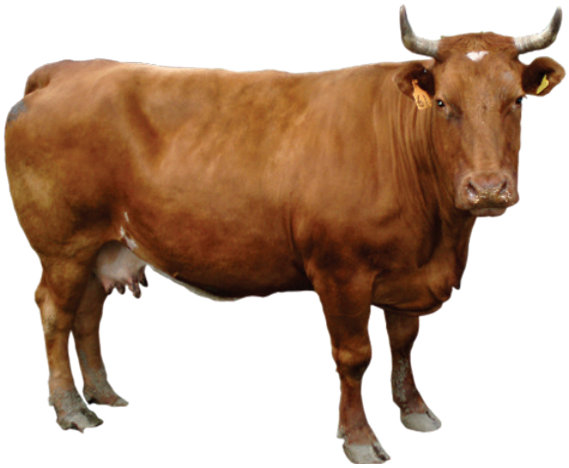
   Expected answers:
   - I have two brothers.
   - I have one sister.
   - I have seven books.
   - Ali has two pencils.
3. Encourage students to answer the questions without any hesitation.
4. Say that today we will learn how to use "has" and "have" to show possession.

DEVELOPMENT | 23 MINUTES

Activity 1: **10 Minutes**

The teacher will:

1. Display or show a picture of a cow to the students.



2. Ask the students, what is this? (expected answer: "Cow")
3. Now describe the cow and write the following sentences on the writing board.
   - This is a cow
   - It has four legs.
   - It has a long tail.
4. Underline "has" in both the sentences:
   - It has four legs.
   - It has a long tail.
5. Now repeat this activity by using some other familiar objects e.g. rat, boy/girl, book.
6. Tell the students that "has" is used together with the pronouns he / she / it, who and singular nouns.

Activity 2: **07 Minutes**

The teacher will:

1. Display the following picture on the board.

2. Now ask few students, what do you see in the picture? (expected answer: "ducks")
3. Now describe the ducks and write the following sentences on the writing board.
   - These are ducks.
   - They have brown feathers.
   - Ducks have short necks.
   - Ducks have webbed feet.
4. Now underline "have" in the sentences given below.
   - They have brown feathers.
   - Ducks have short necks.
   - Ducks have webbed feet.

5. Explain to the students that "have" is generally used alongside the pronouns i / you / we / they and plural nouns.
6. Now ask the students to open page 71 of the textbook (Edition 2018-19).
7. Read the sentences aloud and explain again the use of "has" and "have".

Activity 3: **06 Minutes**

The teacher will:

1. Ask the students to open page 72 of the textbook (Edition 2018-19).
2. Divide the class into two groups (A and B) and write the following sentences from textbook on the writing board.

Group A		
He	has two eyes	
She		
It		
Saima		

Group B		
I	have two eyes	
We		
You		
They		

3. Now invite a few students from both groups to make as many sentences as they can by using has/have in possessive form. The expected answers are:
   - He has two eyes.
   - Saima has two eyes.
   - I have two eyes.
   - You have two eyes. etc.
4. Encourage student to use the correct form to show possession.

CONCLUSION / SUM UP | 2 MINUTES

The teacher will:

1. Tell the students that the use of has/have after a noun/pronoun shows possession.
2. Since he, she, it, Saima are singular names/pronouns. Therefore, we use "has" with it except I and you, we, they as they are plural, so we use "have" with it.

ASSESSMENT | 3 MINUTES

The teacher will:

1. Write the following sentences from page 72 of the textbook (Edition 2018-19) on the writing board and ask few students to put "has" or "have" in the blanks.
   - A cat _____ four legs.
   - They _____ black hair.
   - We _____ many things.
   - Saima _____ a bat.

HOMEWORK / FOLLOW UP | 2 MINUTES

The teacher will:

1. Ask the students to turn to page 52 of the textbook (Edition 2018-19) and use the table for making sentences.
2. Make sure that students can correctly use has/have in their daily conversation.
3. Students can easily express a few simple sentences by using has/have.
4. Reinforce the concept of has/have as possession throughout the year.

LESSON
50

DESCRIBING WORDS

STUDENT LEARNING OUTCOMES

- Identify and match some pairs of describing words showing quality, size, and colour e.g. soft-hard, big-small, black-white.
- Recognise and classify into different categories, some simple action and naming words from pictures and the immediate surroundings e.g. animals, fruit, vegetables, parts of the body, objects in the classroom and at home, colours, shapes, directions (left/ right) and numbers in words (cardinal and ordinal 1-10).
- Use textbook pictures/ picture dictionary to aid comprehension and for development of vocabulary.
- Show a series of actions in a picture by writing action words or describing words.
- Point out/name some common objects in a picture or a photograph.
- Read more naming, action and describing words and match with pictures.
- Write numbers from 1-50 in words.
- Write numbers in 10s in words.
- Write ordinal numbers 'First-Tenth' in words.
- Identify position of objects using words.
- Trace, copy and take dictation of familiar words learnt in class.

INFORMATION FOR TEACHERS

1. Describing words or adjectives are used to describe nouns. Please refer to the nouns done in Lesson Plan 7a and use adjectives with them.
2. You will have a list of adjectives prepared for this lesson. However, if students want to use other words, encourage them. For example, if a student wants to know the English word for 'mushkil', tell him/her that the word is 'hard' or 'difficult', even if these words are not in your list of describing words.
3. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.

DURATION / NO OF PERIODS: 105 MINUTES/ 3 PERIODS

MATERIALS / RESOURCES REQUIRED

- White/blackboard, real objects, pictures and flash cards, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Brainstorm: Choose a noun that you think would interest your students and ask them to describe it to someone who has never seen it.

2. Tell them the English words if they give you a describing word in Urdu/ regional language.
3. Suggested topics for brainstorm: Food such as a mango or chicken curry, a car, the city/ town that the students live in, mother, a friend, etc.

DEVELOPMENT | 90 MINUTES

Activity 1: 20 Minutes

1. Use some describing words showing quality, size and colour e.g. soft, big, and yellow.
2. Identify and match some pairs of describing words showing quality, size, and colour e.g. soft-hard, big-small, black-white.
3. Introduce describing words with the help of real objects. For example: if you have to teach the word 'soft', bring an object which is soft. Touch the object and say 'soft'. Ask the students to touch the object one by one and say soft. If you have to teach 'big', show a big thing and indicate with your hands that it is big. Ask the students to repeat after you. If you have to teach 'yellow', bring object that are yellow. Point to the object and say 'yellow'. Ask the students to repeat after you.
4. For clear understanding of describing words, teach these words in pairs. Now bring two objects: one is 'soft' and other is 'hard' touch the soft thing and say 'soft'. Touch the hard object and say 'hard'. In the same way, teach 'big-small' and 'black-white'.
5. In the next step, say the describing word with the name of object you have brought for demonstration. For example: soft butter, hard nut.
6. Prepare a worksheet with describing words or use the textbook/teacher's resource. Help students read them to give them enough practice. Do not give too many words together especially the ones who do not have familiar spelling patterns.
7. Then ask them to read these independently.
8. Prepare a worksheet with describing words that the students have practised reading on one side and pictures showing these describing words on the other side. Ask the students to join describing words with the pictures.
9. Write a list of describing words on worksheets/notebooks. Ask students to trace these words for writing practice.
10. Give a list of describing words and pictures to the students. Ask them to write appropriate describing word under each picture.

Activity 2: 15 Minutes

Note: For this activity, ensure that only those words are chosen that the students have already practised in their speech, reading and writing.

1. Show different charts with pictures and their naming words; pictures of actions and action words; pictures and describing words.
2. Ask the students to look at the picture in every chart, tell the name, action or describing word. If the response is correct, appreciate the students; otherwise, tell them the correct naming, action or describing word. Repeat this process for all the charts and pictures. Tell the students which are naming words, which are action words and which are describing words.
3. Using the charts, ask students to form simple sentences. The sentence may make use of all three charts, such as 'The girl is reading a book', or it could be based on just two charts, such as ' The dog is jumping'.
4. Prepare a list of words having naming, action and describing words, written in a mixed up way. Prepare a worksheet having columns with the heading of 'Naming Words', 'Action Words' and 'Describing Words'. Ask the students to read the list of words, recognise the category and write in the appropriate column.
5. Show a picture in which some people or boys are doing something. It may be the picture of a park in which some boys are playing and some old people are walking. There are also

some benches and flowers in the garden. You can get such a picture from the textbook. Ask the students to look at the picture carefully and write action words or describing words for pictures.

Activity 3: **15 Minutes**

1. Show a chart with ten objects with numbers in words.
2. Ask the students to count the numbers and help them read the number in words.
3. Ask the students to copy the numbers in words.
4. Ask the students to learn the spellings by noticing the sounds and write the numbers in words.
5. Show pictures with different number of objects; ask students to write correct numbers in words.
6. In the same way, ask the students to write numbers up to 50 in words.

Activity 4: **15 Minutes**

1. Show a chart with five groups of ten things in each. With ten, twenty, thirty, forty, fifty written under them.
2. Encourage the students to use describing words and naming words to describe the objects in this picture, for example 10 yellow ducks, or 20 tall trees, etc.
3. Ask the students to copy the numbers in words.

Activity 5: **15 Minutes**

4. Show a chart with the picture of a race among ten boys. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth will be written under them.
5. Ask the students to copy ordinal numbers in words.
6. Ask the students to learn the spelling and write the ordinal numbers in words.

Activity 6: **10 Minutes**

1. Show a chart with the picture of a race among ten animals. First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth will not be written under them. (A teacher can draw any picture to achieve the objective)

2. Ask the students to identify the position and write ordinal numbers in words under each picture.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will:

1. Ask students to look around the classroom and using describing words tell what they see. They may say, 'Sir/Madam is standing', 'My desk is clean'. 'Uzma is talking'.
2. Start using pronouns to connect this lesson to the next. For example, give them commands during this activity, such as 'Look at Sami, Can you tell what he is doing?', etc.
3. Encourage them to use naming action and describing words for this activity, but don't insist that they should use all three in the same sentence, unless they themselves want to do so.

ASSESSMENT | 5 MINUTES

The teacher will:

1. Help students learn spellings of new words and then give a dictation.

2. Repeat the above activities to assess student progress.
3. Spend more time on concepts in which students are making more errors.
4. Teacher is also required to involve the student in solving the exercise at end of the unit / chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to point out to students the use of naming, action and describing words. For example, when they are eating their lunch or snacks, ask them what their food is like? Is it tasty? Is it sweet or spicy?

Month

6

LESSON

51

USING POLITE EXPRESSIONS TO SEEK ATTENTION

STUDENT LEARNING OUTCOMES

- Demonstrate common conventions and dynamics of oral interactions in a group to:
  - to take turns
  - use polite expressions to seek attention

INFORMATION FOR TEACHERS

1. Give your students vocabulary that can be used to seek attention politely. Examples are given below:
   - Excuse me! May I talk to you?
   - Excuse me! Do you have some time?
   - Excuse me! May I take a minute of your time?
2. Help students understand that "Excuse me" is what we say when we would like the attention of another person. We can say, "Excuse me" when we want to talk to another person. When we use "Excuse me" we wait for the other person to look at us, move, or speak to us. Sometimes people are busy and we may have to wait our turn.
3. While teaching the lesson, the teacher should also consult the textbook at all steps where and when applicable.

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

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Write the following expressions on the writing board:
   - "Get out of the way."
   - "Excuse me."
2. Say: "You want to enter into the staff room to talk to your teacher, but somebody is standing in the way. Which of these expressions would you use to ask them to move out of the way, so you can walk by?"
3. Have students discuss in pairs and decide their answer.
4. Ask 3 – 4 students to share their responses.
5. Say: 'Excuse me is a phrase that is used in many situations. It is very rude to tell someone to, "Get out of the way." Instead, say, "Excuse me" as a polite way to ask someone to move out of the way, so you can walk by.'
6. Say: "If you want to get someone's attention, you can say, "Excuse me." Write the following examples on the board:

- Excuse me, but I do not understand.
- Excuse me, can you repeat it?
- Excuse me, I have a question.

7. Ask them to think about how they get a teacher's attention in the classroom. Allow 2 – 3 students to respond. Conclude the activity by saying: 'You can say 'excuse me' or add it at the start of a request to politely seek someone's attention. Just as in a classroom, you can raise your hand and say, "Excuse me" to get your teacher's attention.'

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Tell the students that if they want to get somebody's attention they should use certain polite expressions so that the others do not feel bad/upset/offended.
2. Review the following with the whole class:

   Use "Excuse me" or "Sorry" to get someone's attention

   You can use either "Excuse me" or "Sorry" to politely get someone's attention. See the following examples:

   - Excuse me, do you know where the library is?
   - Sorry, do you have an extra pencil?

   When speaking to strangers, "Excuse me" is much more common.
3. Practise the use of "Excuse me" and "Sorry" with the class with a few more example sentences/ situations.
4. Say: "Now that we have learned the polite expressions to use to seek someone's attention, let's practice using these expressions during the next activity."

Activity 2: 10 Minutes

1. Tell students that they are going to do a role play in a given situation to practice using polite expressions to seek attention.
2. Ask students to work in pairs.
3. Write the following scenarios on the writing board and assign each pair one scenario distributing in a sequence.
4. Give them time to prepare and practice, then present their skits for the class.
   - You want someone to take a side so that you could drink water from the water cooler/ dispenser.
   - You need to show your homework to your teacher, but he/ she is busy reading a book.
   - You have to sit at your desk but two teachers are having a conversation near it.
   - You have to ask a question during a lesson, but the teacher is talking to other students.
   - You want to express your opinion during a discussion but others are continuously talking.
5. Once the pairs have practiced well, invite one pair for each scenario to present their skit for the class.
6. Appreciate students for their hard work.

CONCLUSION / SUM UP | 3 MINUTES

1. Today we have learnt how to take turns during discussions and how to seek attention using polite expressions.
2. Tell students that they should practise using the following polite expressions in their

routine interactions with others: 1) Excuse me, 2) Sorry, 3) Please, and 4) Thank you! These expressions are also called the 'magic words.'

ASSESSMENT | 5 MINUTES

1. Assess students' understanding of the expressions during the practice activity.
2. Involve the students in solving the exercise at the end of the unit/chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Ask the student to practice using the expressions they have learnt, with their friends, class fellows, school fellows, and family members.

LESSON
52

SYLLABLES

STUDENT LEARNING OUTCOMES

- Recognise words with one or more syllables.
- Pronounce simple one or two-syllable words.

INFORMATION FOR TEACHERS

1. A part of the word produced with the single pulse of the tongue is called a syllable.
2. A word can have one, two, three, or more syllables. 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
3. Dividing words into syllables is one of the most powerful decoding strategies.
4. To help students recognise words with one or more syllables, it is important to teach them how to count syllables in a word.
5. An important first step in dividing up a word into its syllables is knowing how many syllables the word has.
6. You may already know that 1 vowel sound = 1 syllable. If a word has 3 vowel sounds, for example, then it has 3 syllables.
7. Help students notice that it’s vowel sounds, not vowel letters. The word “cupcake,” for example, has 3 vowel letters. But the ‘e’ is silent. It only has two syllables because the vowel sounds we hear are the short /u/ and the long /a/, 2 total vowel sounds.
8. While teaching the lesson, also consult the textbook at all steps.

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

MATERIALS / RESOURCES REQUIRED

- Writing board, markers of different colours (e.g., red, blue, black, and green), charts, colour pencils, textbooks, etc.

INTRODUCTION | 5 MINUTES

1. Ask students to pronounce the following words loudly:
   - Peshawar
   - Naran

- Table
- Bun
- Teacher

2. Next, ask them to pronounce the words again and try to feel how many parts each word has. Tell them to put their fist under their chin. While saying a word, if their chin moves only once, the word has one syllable; if it moves twice, the word has two syllables, and so on. Demonstrate it with a few examples.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Write the following words on the writing board. Use different colour markers/ pieces of chalk for syllables, e.g., write 1st syllable of a word in blue colour, second syllable in green colour, and 3rd in red colour.
2. cup, turtle, complex, tomato, computer, beautiful
3. Write the following words on the board:

sunset	bathtub	bin
water	heater	nest
compass	duster	hen
rat	spider	window

4. Divide the class into pairs and ask them to read the words and find out how many syllables each word has.
5. While the pairs work, move around and assist them where needed.
6. Review answers with the whole class.

Activity 2: 10 Minutes

1. Think of a simple word your students would know (for example: apple, fork, baby).
2. Introduce the game to students by saying something like: "let's play a word game. I am thinking of the word 'apple'. We are going to clap the number of syllables the word 'apple' has."
3. Show them how to clap one time as you say each syllable: /ap/ (clap) /ple/ (clap).
4. Now try it with words with different numbers of syllables. Examples:
5. • One syllable words: fork, knife, spoon, car, straw, door
6. • Two syllable words: table, baby, cracker, napkin, pizza
7. • Three syllable words: banana, strawberry, computer

CONCLUSION / SUM UP | 3 MINUTES

1. Review the following key points of the lesson with the whole class:
   - 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 we can identify syllables by clapping the 'beats' in words.

ASSESSMENT | 5 MINUTES

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

ap	sult	
re	by	
ba	cil	
pen	ple	

2. Tell students that someone has broken these words. Ask them to match the syllables and write complete words in the last column.
3. Randomly check students' work to assess their understanding.
4. In the end, review the answers with the whole class. Ask a few students to prounce the words loudly.

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON

53

UNIT 8: MY SCHOOL

PANTOMIME

STUDENT LEARNING OUTCOMES

- Respond to the text (post-reading) to express understanding of the poem through pantomime and role play.

INFORMATION FOR TEACHERS

1. Roleplay is the act of imitating the character and behaviour of someone else.
2. A pantomime is an art or technique of conveying emotions, actions, feelings, etc. by gestures without speech: a play or entertainment in which the performers express themselves mutely by gestures, often to the accompaniment of music, significant gesture without speech.
3. 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, chart, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Ask the following questions from the students:
   - Do you like role play?
   - Do you know what a pantomime is?
2. Get their responses and tell them that role play means acting out as somebody else, and pantomime is a technique of conveying emotions, actions, and feelings, by gestures without speech.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Paste the chart of the following poem in front of the students:

The itsy bitsy spider climbed up the waterspout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain
And the itsy bitsy spider climbed up the spout again.

2. Read the poem aloud.

3. Ask the following questions before, during, and after the reading:
   - Have you ever seen a spider? (before reading)
   - What are the meanings of waterspout and climbed? (during reading)
   - What is this poem about? (after reading)

Activity 2: **10 Minutes**

1. Divide the class into four groups.
2. Ask each group to prepare the poem.
3. Ask each group to express their understanding of the poem through pantomime.
4. Appreciate the group which showed better performance.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling the students that:
2. A pantomime is an art or technique of conveying emotions, actions, feelings, etc. by gestures without speech: a play or entertainment in which the performers express themselves mutely by gestures, often to the accompaniment of music, significant gestures without speech.

ASSESSMENT | 5 MINUTES

1. Write the following poem on the writing board:

   Twinkle, twinkle, little star
   How I wonder what you are
   Up above the world so high
   Like a diamond in the sky
   Twinkle, twinkle, little star
   How I wonder what you are.
2. Ask students to work in pairs to present the poem through pantomime.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Assign students to do the relevant activities/ exercises from their textbook as homework.
2. Tell the students to prepare a poem from the textbook and present it through pantomime the next day.

LESSON 53

UNDERSTANDING ALPHABETICAL ORDER AND TELLING THE TIME

STUDENT LEARNING OUTCOMES

- Use first and second letters to arrange words in alphabetical order.
- Locate: Specific simple information in a clock (by the hour) by looking at the position of the hands of the clock.
- Write date and captions on page top.

INFORMATION FOR TEACHERS

1. Roleplay is the act of imitating the character and behaviour of someone else.
2. A pantomime is an art or technique of conveying emotions, actions, feelings, etc. by gestures without speech: a play or entertainment in which the performers express themselves mutely by gestures, often to the accompaniment of music, significant gesture without speech.
3. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Board, chalk/marker duster, a large wall clock with bold numbers.

INTRODUCTION | 5 MINUTES

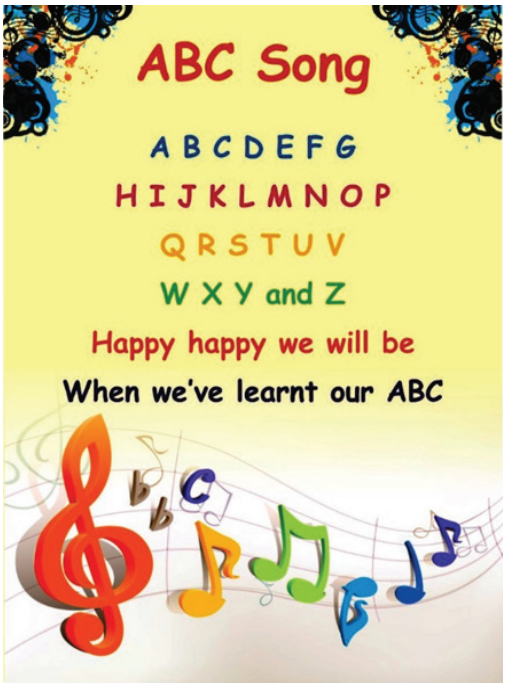
1. Write 4 short words on the board: cat, dog, run, play.

2. Ask students to arrange them in alphabetical order.
3. Remind them that they have done this in Grade 1.

DEVELOPMENT | 45 MINUTES

Activity 1: 10 Minutes

1. Ask the students to sing the alphabet song.



Activity 2: **15 Minutes**

1. Explain to the students how to organize words using the sequence of the letters of the alphabet. Revise the letters of alphabet orally and provide a 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 them to see which letter comes first, second and so on in the alphabet list. They may write 1, 2, 3.. on the/next to the letters. For example 1-a,2-b,3-c,4-d,5-e,6-f.
5. Using this cue, the students may come to the blackboard one by one and write the words using the alphabetical order; apple, bat, cake, desk, egg, fan. Practice this activity a couple of times with each student using the blackboard.
6. Give similar practice on worksheets/ notebooks.
7. Provide another list of words in which first letters of every word are same but the second letters are different. Use the blackboard to introduce the activity in the same manner as above. Ask the students to look at the second letter and arrange the words in alphabetical order. The list may be dug, dig, desk, date, doll.
8. Repeat activity on worksheet/ notebook.

Activity 3: **10 Minutes**

1. Bring a clock having minute and hour hands with you and show it to the students. Tell the students that the small hand is called the 'hour hand'. The bigger hand is called 'minute hand'. Tell them clearly that we are going to read time by looking at the hour hand.

2. Keep the minute hand on twelve during this activity.

3. Tell the students that the clock has numbers from 1 to 12. Ask them if they have heard people telling time: What time do they come to school and what time do they leave?
4. It is 1 o'clock when the hour hand is on 1. It is 2 o'clock when the hour hand is at 2. It is 3 o'clock when the hour hand is at 3, and so on.
5. Ask the students to tell the time while keeping the hour hand on different numbers from 1 to 12.

Activity 4: **10 Minutes**

1. Show a chart with the correct place of date and captions on page top.
2. Ask the students to copy date and captions on page top.
3. Ask the students to write date and captions on page top every day.

CONCLUSION / SUM UP | 10 MINUTES

Activity 1: **5 Minutes**

1. Letters of the alphabet are arranged according the first or second letters.

2. A clock tells us the time. It has two hands. The hour hand tells the hour and the minute hand tells the minutes.
3. Always write date and caption on top of the page when doing the work page of the notebook.

Activity 2: **5 Minutes**

1. Divide students into two teams/groups
2. Give each team/group one 6 little chits of paper cut into circles, with numbers from 1-12 written around it (like on a clock dial).
3. Each team/group will draw the hour hand and ask the other team to guess what the time is on their clock.
4. The team/group which asks the question should also know the correct answer for them to get points.
5. Each team/group will score points for giving the correct answer.
6. Explain to the children that they should discuss with each other and only give one answer, they won't be able to change their answer.

ASSESSMENT | 7 MINUTES

1. Ask the students to arrange the following words in alphabetical order according to first or second letter.
   - camel, letter, fun, aeroplane, monkey
   - sing, sale, star, setting, song

2. Teacher is also required to involve the student in solving the exercise at end of unit / chapter.

HOMEWORK / FOLLOW UP | 3 MINUTES

1. Remind students to write the date and caption on top during periods other than English.
2. Write the date and topic on the board for them to copy.

LESSON
54

DIGRAPHS AND TRIGRAPHS

STUDENT LEARNING OUTCOMES

- Pronounce some common digraphs and trigraphs in initial and final position.
- Brainstorm to gather ideas for various activities/ tasks.

INFORMATION FOR TEACHERS

1. Make students participate in class activities.
2. Teach how to take turns.
3. Students are learning a new and complex concept in this lesson. Make their learning stronger through lots of repetition.
4. For the brainstorming activity, encourage responses from students instead of telling them everything.
5. Allow all of them to think and give opinions and ideas whether it is a story, poem or general talk on a familiar topic. Respect what they say.
6. Guide students to take turns and not to interrupt each other. Instruct them to raise their hands and wait to be called on by you.

7. Model a respectful attitude towards students, so they also learn to listen to each other without making fun of their class fellows.
8. Praise students for participating, do not correct their responses at this stage.
9. The success of this activity depends on the classroom atmosphere you are able to create. Remember to encourage their participation by giving positive feedback.
10. Teach students to listen without making fun of each other.
11. While teaching the lesson, the teacher should also consult the textbook at all steps when applicable.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Board, chalk/marker duster, a large wall clock with bold numbers, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Give a short colour-mixing demonstration to the class. Tell them that just like you mix red and white to make pink, you can put together two letters of the alphabet and create a third sound.
2. Then say 'c' and 'h' make the 'ch' sound.
3. Ask them to repeat the last point.

DEVELOPMENT | 55 MINUTES

Activity 1: 20 Minutes

1. Introduce a digraph, for example 'ch'.
2. Ask them to brainstorm: what words begin with the 'ch' sound. If they feel stuck, give them hints, like what foods start with 'ch' (chocolate, chips, cheese), or which country starts with 'ch' (China).

3. Make pictures/use cutouts of pictures of objects whose names start with these blends. Leave the first two letters of the name and write the rest. Ask students to write these letters. _ _a i r _ _ip
4. You can also make simple drawings on the board and write the words with blanks next to the drawing. Students can copy the word and fill in the blanks (they don't have to copy the drawings unless they want to copy one or two of them).

Activity 2: 20 minutes

1. Repeat these reading and writing activities as the students' vocabulary Increases stay within the recommended word list/graded vocabulary for this level).

Activity 3: 15 minutes

1. Make similar activities for other digraphs and for trigraphs in initial and final positions.
2. Each time you introduce a new word blend, revise all the ones done previously.

CONCLUSION / SUM UP | 3 MINUTES

1. Divide students in two teams/groups and give them a quiz.
2. Give names to the teams/groups that the students will like, or ask them to suggest names for their teams, such as The Tigers, or Apple Team, etc.
3. Make them listen to different sounds and ask which letters form the digraph or trigraph,

are used for that sound.

ASSESSMENT | 5 MINUTES

1. Utter the sound of a digraph or trigraph and ask students to name words with that sound.
2. Utter a sound and ask students to name the alphabets that make that sound.
3. Involve the students in solving in the exercise at end of unit / chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Continue to point out to students the words that begin with the digraphs/trigraphs that they have already covered in class.
2. Ask students to make a note of a word that they hear at home, or on T.V etc. In which a digraph or trigraph is used. Encourage them to share that word in class.

LESSON

56

NAMES OF PEOPLE, PETS, AND PLACES

STUDENT LEARNING OUTCOMES

- Recognise more particular names of people, pets, and places.

INFORMATION FOR TEACHERS

1. Names of people, places, animals, and objects are called naming words.
2. Derive the concept of naming words from students by asking questions.
3. Use real-life objects (realia) or pictures to help students learn the naming words.
4. 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, paper scale, scissors, objects of the classroom, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Remind students of the previous lessons about naming words.
2. Review the definition of naming words. Differentiate between general and particular naming words.
3. Take a bag full of models of different pets to the classroom.
4. Take out a model, show it to students, and ask them to name it.
5. Ask students about various names used for places, persons, animals, and objects.
6. Tell them that today they are going to practise a few more particular names of persons, places, and pets.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Make four columns on the writing board. Name each column with the word, person, place, animal, and object as shown below:

Person	Place	Animal	Object

2. Write the following words randomly on the writing board:

3. Principal, Village, Peshawar, Khalid, Mosque, Elephant, Pen, Sparrow, Table, Doctor, Lion, Apple
4. Ask students to copy the table in their notebooks.
5. Next, ask them to put those naming words into appropriate columns drawn on the writing board.
6. Once they are done, review the answers as a whole group.
7. Explain to students that the words mentioned in the columns are particular names of persons, places, animals, and things.

Activity 2: **10 Minutes**

1. Write the following paragraph from the textbook page # 64 and then ask students to find out the name of persons and places and write them in two columns in their notebooks.

   'My uncle and aunt live in Karachi. My aunt is a nice lady. Her name is Kulsoom Khanum. My uncle is a cheerful person. His name is Mirza Zahir Baig. They have two daughters and a son. Their names are Hira, Sidra, and Asif. They are my friends. They often bring gifts for our grandfather and grandmother in Peshawar.
2. Review the answers with the whole class.

CONCLUSION / SUM UP | 3 MINUTES

1. Review more examples of the names of particular persons, places, pets, and things with the whole class.

ASSESSMENT | 5 MINUTES

1. Draw columns on the writing board as shown below:

Person	Place	Things

2. Ask students to put the following words into relevant columns:
   - Ahmad, Cat, Sharpener, Arif, Fridge, Dog.

HOMEWORK / FOLLOW UP | 2 MINUTES

- Ask students to search and write five particular names for each category i.e., person, place, and pet from their textbooks as homework.

LESSON
57

TABLES AND CHARTS

STUDENT LEARNING OUTCOMES

- Read the tables and charts in the classroom.

INFORMATION FOR TEACHERS

1. Concepts of print need to be expanded to include graphics, with instruction in how to read and analyse graphical devices such as diagrams, timelines, charts, and tables.
2. The timetable shows the division of time for each subject and the sequence of periods.
3. Charts give very useful information to students in the classroom about different topics.
4. Tables of different types can aid students' learning of several important concepts as they present the information in a quick and organised manner.
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/ chalk, timetables of different classes, informative charts, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Ask students the following questions:-
2. Which period is this?
3. Expected Answer: First, second, third, etc.
4. Which document in the classroom tells about periods of different subjects?
5. Expected Answer: timetable
6. Where do you write the timetable?
7. Expected Answer: on a chart
8. Ask students to work in small groups and quickly fill in the timetable for their class:

DEVELOPMENT | 20 MINUTES

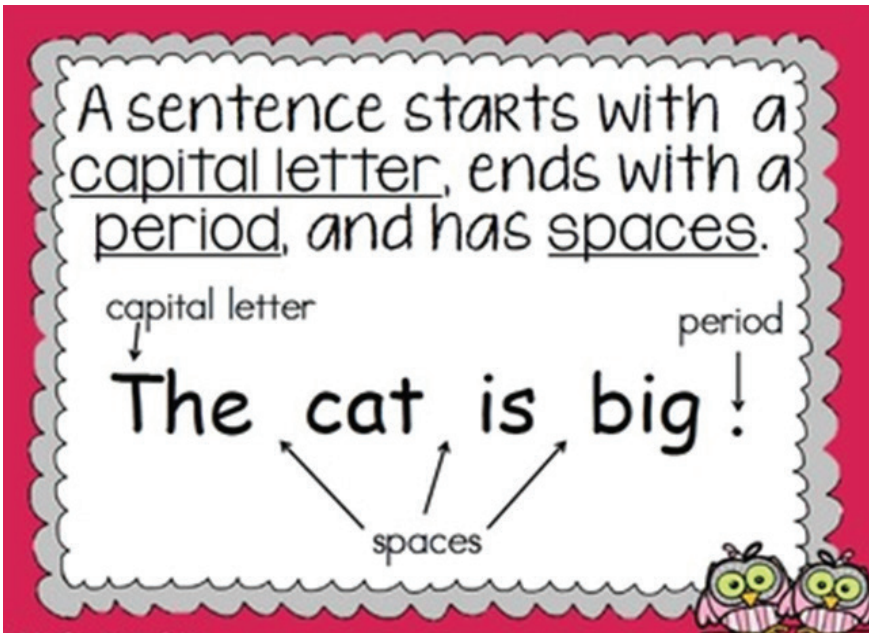
Activity 1: 10 Minutes

1. Tell students that information presented in graphical form is quick and easy to understand.
2. Display the following image on a chart:

3. Ask students to read the text given below it and explain the message it conveys.
4. Next, display a chart of fruits to the class.
5. Ask students randomly to tell the names of the fruits shown on the chart.
6. Point to each object while asking its name.
7. Divide the class into pairs.
8. Ask pairs to write names of five fruits they like from the chart.
9. Tell two or three pairs to share their work with the whole class.

Activity 2: 10 minutes

1. Display the following chart at the front of the class.
2. Ask students to read it in pairs.
3. Tell them to discuss the message it is conveying.
4. Ask them to make a new sentence to replace the example sentence given in this chart.
5. Once they are done, invite 3 – 4 pairs to share their work with the whole class.



CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling the students that:
2. Tables present information in a short and organised manner. They help us read a message quickly.
3. Charts give very useful information to students in the classroom about different topics.

ASSESSMENT | 5 MINUTES

- Paste a blank chart on the writing board.
- Invite five students to come up and write their names and roll numbers on the chart.
- Invite five more students to read the names and roll numbers from the chart.
- Template

Students Name	Roll Numbers

HOMEWORK / FOLLOW UP | 2 MINUTES

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

Month

7

LESSON

58

USE OF BODY LANGUAGE FOR COMMUNICATION

STUDENT LEARNING OUTCOMES

- Express likes.
- Express feelings.
- Express enjoyment while playing.
- Use appropriate body language for different communicative functions.
- Exchange basic routine greetings.
- Articulate, recognise and use some formulaic expressions to offer and respond to basic routine greetings.
- Introduce themselves and others.
- Introduce self and talk about family.

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, they will then have the courage to express themselves in class.
3. Provide phrases for students to learn, practise and reproduce appropriately while teaching them greetings and courtesies. However, give them multiple options, for example the response to 'How are you?' may be 'I am fine', or 'Great', or 'I am good', 'Super!'
4. Create opportunities for students to have real conversations with each other, not just role plays in class. This will help developing interpersonal skills.
5. Since these are not tasks that will be done once only, we are calling them 'routines' and not 'activities'.
6. While teaching the lesson, the teacher should also consult textbook at all steps where and when applicable.

DURATION / NO OF PERIODS: 70 MINUTES/ 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- White/blackboard, chalk / marker, duster, textbook, etc,

INTRODUCTION | 5 MINUTES

1. The teacher will announce to the class that they are going to do some real language work, and speak English like grown-ups. (Or say something else that makes them feel that they are doing something very important and special).

DEVELOPMENT | 55 MINUTES

Activity 1: 10 Minutes

1. Prepare a chart for the wall. All along the edges of the chart, draw round faces with different expressions: happy, sad, angry, lazy, shy, surprised.
2. Ask students to write their names near the face that describes their feeling that day.
3. Ask students to tell why they are feeling happy.
4. Ensure that students listen to each other with respect.

Activity 2: 10 Minutes

1. Greet students every morning with a lively tone. Say Salam as well as Good Morning.

2. Make eye contact with them when you do this, and encourage them to look at you directly when they reply.
3. Tell them that when you talk to someone, it is polite to give them attention and make eye contact.
4. Ask them 'How are you?', and teach them to ask you the same question.
5. Get different responses to 'How are you?' such as 'I am great! ', 'I am fine, thank you', ' I am good', etc.
6. Tell students that they can respond to 'How are you?' with the above phrases in a formal situation, and they can also respond with what they did in Routine 1. For example they may say 'I am feeling lazy today' or 'I am very happy this morning'.

Activity 3: 10 Minutes

1. Ask students about departure/farewell greetings.
2. Ask them if they said Good bye or Allah Hafiz, or any other parting greeting to their family as they left the house?
3. Model saying Bye or Khuda Hafiz at the end of the day or at the end of the class. Say it cheerfully while making eye contact with the students.
4. Tell students how they should greet someone when they visit their home.
5. Teach them to shake hands firmly while greeting someone. Tell them to shake hands with each other and then you shake hands with them to see that their grip is firm.
6. Invite students to brainstorm (only the first time you do this routine) about what else you can say when you go to meet someone. Such as you have a very nice house, your garden is pretty, you are looking very nice, etc.
7. Tell students what they should say when saying good bye to a guest: Thank you for coming.

8. Ask them what they say to their family right before they go to sleep: Good night or Shab-e- Bakhair.

Activity 4: 10 Minutes

1. Brainstorm on a different topics each time you do this routine.
2. The topics may be food, seasons, games, cartoons, school subjects, colours, etc.
3. Introduce the activity. (Today we will talk about the foods that we like).
4. Ask students to name some foods they like.
5. If one child says, I like rice, ask the others if they like it too.
6. Help them to make responses such as 'I don't like it', or 'I like it a little', or 'Yes, I really like it' or 'I like it but not as much as I like chicken Karahi'.
7. Repeat it with a different topic every week.
8. Note: Encourage students to make individual responses, giving them the vocabulary they need as they go along. Don't give them a list of sentences or ask them to limit their responses to those fixed responses.

Activity 5: 15 Minutes

1. Tell them that when we meet someone new we introduce ourselves, just like a new letter of the alphabet or activity is introduced.

2. Through role play, practise some introductions (Greeting, My name is..., I am).
3. Discuss with students how we have different roles in life. Tell them how you are a teacher, and a parent, and a sister/brother, etc.
4. Tell students that while the greeting and your name remain the same, the third line changes with the situation.
5. Give them a different situation each week and ask them to introduce themselves through role play.
6. For example, you are playing cricket in the street. Your ball went into your neighbour's house by mistake. How will you introduce yourself to the lady who lives there?
7. "Assalam-o-Alaikum. My name is Ali, I am your neighbour from House number 43.'
   Or
8. If you go to the tailor to pick your mother's clothes, how will you introduce yourself?
9. "Salam Alaikum, I am Tina. I am Mrs. Habib's daughter."
   Or
10. If there is a new child in your class, how will you introduce yourself?
11. "Hello, my name is Nadia. What is your name?"
    - Note: If you give situations to the students that are familiar they will be interested to learn and will also be able to apply their learning to their lives.
12. Building on the last activity, encourage students to talk about their family.
13. Give them sentences to complete: 'I live with my...' And each child can answer it. Other

sentences for students to complete could be 'I have..' and they can mention the number of brothers and sisters they have.

CONCLUSION / SUM UP | 3 MINUTES

1.

ASSESSMENT | 5 MINUTES

1. These are ongoing routines. There will be repetition so that every child is able to learn these skills.
2. Ask the student to make drawing according to the words written on cards such as happy, sad, surprise etc.
3. Teacher is also required to involve the student in solving the exercise at end of unit / chapter.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Encourage the students to use these skills at home, and to report about it in class.

LESSON

58

PRONUNCIATION OF FINAL /s/

STUDENT LEARNING OUTCOMES

- Differentiate between the words ending with /s/ , /z/, /ɪz/ sounds in plural form of words.

INFORMATION FOR TEACHERS

1. The following information is meant to enhance the teacher's background knowledge about the topic. While teaching the lesson, the teacher should not use the technical jargon given below.
   - The pronunciation of the final 's' in plural words and verbs in the third person depends on the final consonant sound before that 's'.
   - The ending is pronounced /s/ after a voiceless sound (a sound that does not cause a feeling of vibration in the throat), it is pronounced /z/ after a voiced sound (a sound that causes a feeling of vibration in the throat) and is pronounced /ɪz / after a sibilant sound (a hissing or buzzing sound):

     Voiceless: helps, sits, looks

     Voiced: crabs, words, gloves

     Sibilant: buses, bridges, wishes

   The /ɪz/ sound (or /əz/ sound)

   - If the last consonant sound of the word is a sibilant sound (a hissing or buzzing sound), the final S is pronounced as /ɪz/. This /ɪz/ sound is pronounced like an extra syllable. (e.g. the word buses has two syllables)
   - If the sound has a J sound (/dʒ/ like the letter J at the beginning of the word jacket or /ʒ/ like the S in pleasure), then the final S is also pronounced as /ɪz/. Examples of words ending in the /ɪz/ sound:
     - C: races (sounds like "race-iz"), spaces, laces
     - S: pauses, nurses, buses, rises
     - X: fixes, boxes, prefixes, suffixes
     - Z: freezes, prizes, quizzes
     - SS: hisses, misses, passes, bosses
     - CH: churches, sandwiches, witches, teaches
     - SH: dishes, wishes, pushes, crashes
     - GE: garages, changes, ages, judges
   - Remember: after verbs ending in -sh, -ch, -ss and -x, we add the -es to the end of the verb (in the third person) and the pronunciation is /iz/ as an extra syllable.

   The /s/ sound

   - If the last consonant of the word is voiceless, then the S is pronounced as /s/. Be careful not to create an extra syllable.
     Examples of words ending in the /s/ sound:
     - P: cups, stops, sleeps
     - T: hats, students, hits, writes
     - K: cooks, books, drinks, walks
     - F: cliffs, sniffs, laughs, graphs (the -gh and -ph here are pronounced like /f/)
     - TH: myths, tablecloths, months (voiceless th)

The /z/ sound

- If the last letter of the words ends in a voiced consonant, then the S is pronounced like a Z /z/(without creating another syllable). This Z sound is similar to the sound a bee makes /zzzz/.
- We also use this ending for plurals or third-person singular verbs when the word ends in a vowel sound (e.g. bees, sees, etc.)
  Examples of words ending in the /z/ sound:
  - B: crabs, rubs
  - D: cards, words, rides, ends
  - G: rugs, bags, begs
  - L: deals calls, falls, hills
  - M: plums, dreams
  - N: fans, drains, runs, pens
  - NG: kings, belongs, sings
  - R: wears, cures
  - V: gloves, wives, shelves, drives
  - Y: plays, boys, says,
  - THE: clothes, bathes, breathes
  - VOWEL SOUNDS: sees, fleas

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, charts, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Write the following words on the board in columns as shown below:

Singular	Plural
cup	
cat	
bed	
song	
rose	
bus	

2. Divide the class into pairs. Ask them to read the singular nouns given in the left-hand column and think of their plural forms.
3. After a minute, allow students to share their responses. Write correct responses in the right-hand column and ask students to pronounce them loudly.
4. Next, ask students to pronounce the plural words once more and try to feel the difference in the pronunciation of their last sound (final sound).
5. Once they have practiced, invite a few students to share their responses with the whole

class.

6. Tell students that today they are going to learn the pronunciation of final 's' in plural nouns.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 minutes

1. Review the concepts of plural nouns and third-person singular verbs with the class. Share examples for the three sounds of final 's' like mat/ mats, head/ heads, and church/ churches. Also, tell students that when we use the third person singular verb in the present simple tense, it takes an 's' or 'es' with the base form of the verb, e.g., talk/ talks, tell/ tells, and push/ pushes.
2. Tell students that the final 's' (in plural forms and third-person singular verbs) has three different ending sounds, depending on the consonant before the final 's'.
3. Ask students to look at the singular and plural forms of nouns they just practised during the warm-up activity. Help them recall the difference in pronunciation of the last sound of each word. Add the sounds to the table as shown below. Highlight the sounds and ask students to pronounce the words again.

Singular	Plural	Sound of Final 's'
cup	cups	/s/
cat	cats	
bed	beds	/z/
song	songs	
rose	roses	/iz/
bus	buses	

4. Next, practise the following words with /s/, /z/, /iz/ sounds with the whole class:

Words ending with /s/	Words ending with /z/	Words ending with /iz/
cups	tables	wishes
plates	chairs	boxes
forks	bags	suitcases
kites	doctors	nurses
lamps	potatoes	toothbrushes
plants	jugs	villages
parks	eggs	bushes

Activity 2: 10 Minutes

1. Divide the class into small groups.
2. Ask them to scan any two units of their English textbook quickly and find out the words with three different sounds of the final 's'. Tell them to write the words in three lists as shown below:

Words ending with /s/	Words ending with /z/	Words ending with /iz/

3. Once they have completed the task, ask them to compare their lists with those of another group.

4. Next, invite 2 – 3 groups to share their lists with the whole class. Ask the class to give feedback and suggest corrections if a word is in the wrong list.
5. Appreciate students for their active participation in the lesson.

CONCLUSION / SUM UP | 3 MINUTES

1. Review the key points of the lesson using the 'Information for Teachers'.

ASSESSMENT | 5 MINUTES

1. Select a few plural nouns from the examples given in the 'Information for Teachers' section. Say a word and ask students to identify the sound of the final 's'.
2. Next, write the following words on the board in columns as shown below:

Verb	Verb form with 'he/ she/ it/ or singular noun' in present simple tense
speak	He..... English.
help	She.....the poor.
read	Salma.....storybooks.
rain	It.....a lot in London.
push	He always..... the door open.
mix	A mixer.....different items.

3. Ask students to read each sentence and then think of the correct form of the verb to fill in the blanks.
4. After a couple of minutes, invite a few students to share their answers. Using correct responses, fill the blanks on the board.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Tell students to scan a textbook unit of their choice, find out plural nouns ending with 's', and place them in the right column with /s/, /z/, /iz/ sounds.

LESSON

60

TITLE AND TABLE OF CONTENTS

STUDENT LEARNING OUTCOMES

- Identify the title and table of contents of a book.

INFORMATION FOR TEACHERS

1. Before teaching this lesson, teachers should familiarise themselves with the following information about parts of a book (this is background information for teachers and is not meant to be shared in this form with students – teachers should share only simple and easy information about title and table of contents).
2. Though most books will not contain all of these sections, provided below are elements most commonly found in the front matter of books:
3. Half-title page: a page at the front of the book block that contains only the book's title. Usually, this is the first page you'll see when you open the book and is mostly blank save for the title.
    - Title page: a page that contains the book's full title, including subtitles, and the author's name.
    - Copyright page: a page that contains the book's copyright notice. Also known as the colophon, the copyright page includes the year of publication, copyrights, edition dates, and notes on typefaces used in the book. The colophon will also generally contain the publisher's address, ISBN (International Standard Book Number), and information about the printer and translations.
    - Dedication page: an optional page in which the author may list the person or persons to whom the book is dedicated.
    - Table of contents: Generally found in nonfiction books, the table of contents (or contents page) is used to delineate chapter titles and subheadings.
    - List of illustrations or tables: When books contain illustrations or tables that provide context or information for the book, there will be a separate page that contains a list of all the illustrations or tables used and where they appear in the book.
    - Foreword: a page containing an introduction to the book written by someone other than the book's author. Forewords are usually found in nonfiction works.
    - Preface: a page in which the book's author provides additional context for the book, whether it's the source of the book's inspiration or notes on the creation of the book.
    - Acknowledgements: a list of people or organizations that were helpful or inspiring during the course of the book's writing. Sometimes acknowledgements are included in the preface, though they also might appear in the back matter.
    - The contents page (table of contents) is a crucial aspect of any book. It tells the reader what to expect – how many chapters there are, what the sections of the book look like, how long it is, and what pages they can find certain topics on.
    - A table of content is also a snapshot of the headings and page numbers in a document.
    - Titles of the chapters/lessons are also mentioned in the table of contents.
    - While teaching this lesson, the teacher should demonstrate the concepts of title and table of contents using the textbooks of different subjects and classes.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, sticky notes, textbooks of different subjects and grades, a few fiction and non-fiction books, etc.

INTRODUCTION | 5 MINUTES

1. Tell students they will be learning about different parts of a book, especially title and table of contents. Then, ask students if anyone already knows any parts of a book and what they are. Write the following book parts on the front board:
    - Parts of a book:
    - Front cover
    - Title
    - Author
    - Illustrator
    - Table of Contents
    - Pages
    - Back cover
2. Review the definitions of these parts of a book with the whole class (simplify the definitions given in the information for teachers).

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Prepare a chart for the wall. All along the edges of the chart, draw round faces with To begin, take out any book that students are familiar with, and hold it up for the students to see.
2. Go through the book and point out all the different parts of the book. Beforehand, write each part of a book on sticky notes that you can attach to the book as you are explaining them to the students.
3. As you go through each part of the book and label it, be sure to explain why each part is important. For example, the author writes the words while the illustrator brings the story life. Ask students why they think each component is important before you explain your reasoning.
4. Next, pair students together and give them one set of sticky notes that are labelled with the parts of a book. Ask them to take out a textbook from their bags, e.g., English, maths, or science textbook. Have students work together to label the book.
5. Make sure to walk around and assist students as needed.
6. Once they are done, invite 3 – 4 students to present the parts of their labelled book to the class. Ask other students to tell if their labelling needs any changes.
7. Finally, highlight the 'title' and 'table of contents' using another book.
8. Review the definition of these two parts again with the whole class using the information for teachers.

Activity 2: 10 Minutes

1. Draw the following table of contents on the writing board:

S. No	Unit	Page No.
1.	A Tiny Creature	1
1.	My Home and Homeland	11
2.	Let's Plant Trees	20
3.	Review – I	29
4.	Bee on my Nose	34
5.	Attention!	43
6.	Be Honest	53
7.	Review – II	63

2. Now, show the science textbook of another grade, the mathematics textbook of Grade 2, and the English textbook of Grade 2 to the class. Ask students to look at the title of the books and find out which one is their English textbook.
3. Ask students to work in pairs and identify the title and page number of different units given on the content page of their English textbook.
4. As the pairs work, move around and assist students as needed.
5. Once they are done, invite a pair to demonstrate their work to the whole class.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling students that the title and content pages are helpful in identifying the specific lesson/ text or page.
2. A book has several other parts besides the title and the table of contents, e.g., author's name, illustrator's name, and back cover.

ASSESSMENT | 5 MINUTES

1. Ask students to open their textbooks.
2. Now, ask students to show you the title page of the textbook.
3. Next, say the name of a particular unit from the textbook and ask students to locate it in the table of contents.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to copy title pages of two or three books in their notebook and share them with the class the next day.

LESSON

61

UNIT 10: AN ANT AND A DOVE

LOCATE PARTICULAR TEXT / LESSON

STUDENT LEARNING OUTCOMES

- Use textual aids such as a table of contents to locate a particular text/lesson.

INFORMATION FOR TEACHERS

1. A content page is a list usually found prior to the start of any writing that outlines what is included in a piece of written work.
2. To identify a particular lesson, these textual aids can be used to locate a particular lesson in the text.
3. The table of contents is extremely important in helping the readers to locate and understand the text they are reading.
4. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, chalk/marker duster, a large wall clock with bold numbers.

INTRODUCTION | 5 MINUTES

1. Ask students the following questions:
   - What do you know about a table of contents?
   - Where do you find the table of contents in a book?
   - Why is the table of content important?
2. Take the responses of students and restate their key points.
3. Tell the students that the table of contents is very important as it is used to locate the specific text we are going to read. It helps the readers to understand the text they are reading.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide the class into four groups and provide each group different textbooks i.e. English, Urdu, Maths, and General knowledge.
2. Ask each group to identify the table of contents from the textbooks provided to them.
3. Ask each group to identify 02 entries/ chapters/ lessons/ units.
4. Ask each group leader to present the assigned task to the class.

Activity 2: **10 Minutes**

1. Divide the class into pairs and ask each pair to locate the following information by using the content page of the textbook of English.
2. How many topics/ chapters/ units are there in the book?
3. What topic is found on page # 13 of the textbook?
4. Ask a few pairs to present their work to the whole class.

CONCLUSION / SUM UP | 2 MINUTES

1. Conclude the lesson by telling students that the content page is always helpful to identify lesson/text, the content page also helps students to locate the specific chapters/ units/ topics easily.

ASSESSMENT | 5 MINUTES

1. Ask a few students orally, what they understand by the term 'content page' and how it is useful to trace/locate a specific text.
2. Call out the title of a chapter from the science textbook and ask students to locate the chapter using the table of contents.

HOMEWORK / FOLLOW UP | 3 MINUTES

1. Ask each student to locate at least five topics from their textbook (any textbook) with the help of the content page and share it with the class the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

LESSON

62

UNIT 10: AN ANT AND A DOVE

USE OF COMMA

STUDENT LEARNING OUTCOMES

- Recognise and add comma for series of items in a sentence and after 'yes' and 'no' in short formal dialogues e.g., yes, thank you, etc.

INFORMATION FOR TEACHERS

1. A comma is a punctuation mark that separates words, ideas, or phrases within a sentence.
2. A comma is also used to indicate a pause in a sentence for example: Well, I cannot appear in the next match. However, Ahmad will play in the next match.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Chalk / marker, duster, writing board, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Write a sentence on the board as shown below:

   Yes, I agree .

   ↑ ↑

   Comma Full stop
2. Ask students to read it. Remind them of the concept of a full stop and introduce them to the comma.
3. Write a sentence or two on the writing board with commas and ask the students to identify commas. For example, "Kittens, puppies, and babies are cute."
4. Then ask a few students orally that what they mean by a comma and where the comma is used in a sentence. During the process help/guide the students if they need in the light of their responses.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Write the following sentences on the writing board and ask students to copy these sentences in their notebooks and put commas where needed.
   - He bought books notebooks and pencils from the market.
   - Well I will help you.

- Yes Amna is at home
- My father gave me a watch chocolate storybooks on my birthday.

2. Ask few students to present their work to class after putting commas.
3. After getting the response of students, the teacher himself may put/insert commas in the sentence on the writing board if needed.

Activity 2: **10 Minutes**

1. Divide the class into 4 or 5 groups. Ask the students in each group to write at least 2 new sentences in their notebooks while putting commas.
2. After completion of the above task, each group leader will present his/her work to the class.
3. Help each group during the activity if they need.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling students that a comma is a punctuation mark that is often used in writing. The comma is used to separate words, ideas, or phrases in a sentence.
2. The comma is also used to separate items in a sentence.

ASSESSMENT | 5 MINUTES

1. Write one or two sentences on the writing board without putting commas.
2. Ask three or four students randomly to put commas in the sentences.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to mark/underline comma in a paragraph of their textbook and share it with the class the next day.

LESSON

63

UNIT 10: AN ANT AND A DOVE

REPLACING REBUS WITH WORDS

STUDENT LEARNING OUTCOMES

- Replace rebus with words to complete a given story.

INFORMATION FOR TEACHERS

1. A rebus is a puzzle in which words are represented by combinations of pictures and individual letters; for instance, apex might be represented by a picture of an ape followed by a letter X.
2. A rebus is a way to raise or enhance the interest of readers and helps them interestingly comprehend the story.
3. A rebus story is a very short story that uses words and pictures that stand for words. These stories are written for young children just learning to read.
4. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Marker/ chalk, writing board, a rebus story (in which pictures/rebus are used in place of words), textbook, chart of a story, etc.

INTRODUCTION | 5 MINUTES

1. Show the chart with a story with rebus.
2. Ask the students, what has been used in place of words in the story?
3. In the light of their responses, tell the students that the pictures are used in place of words in the story and these pictures in a story are called rebus.
4. A rebus in a story is used for better comprehension of the early reader, and also to make the story enjoyable.

DEVELOPMENT | 20 MINUTES

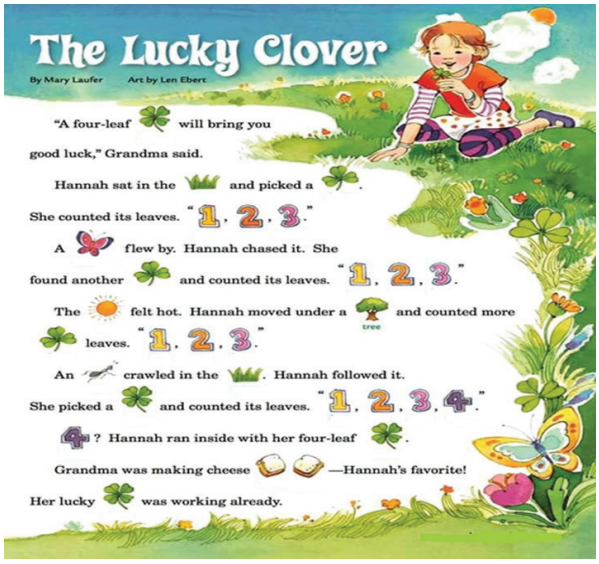
Activity 1: 20 Minutes

1. Write the following words on the writing board:

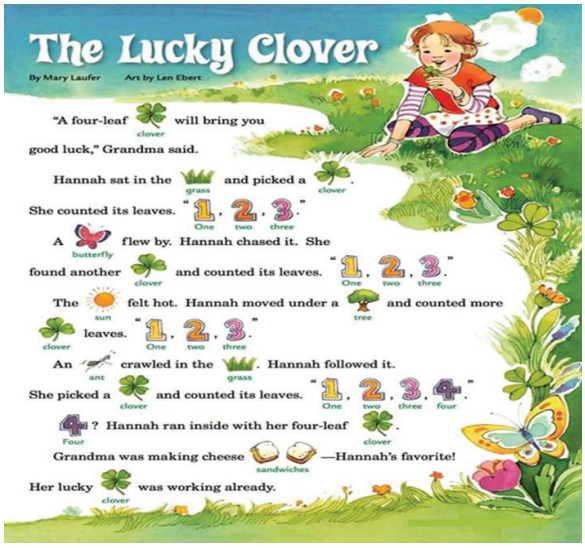
clover	one, two, three,	butterfly
grass	tree	ant
sun	sandwiches	four

2. Go through the words with the whole class.

3. Ask them to visualize a word as they read it.
4. Paste the chart of the following rebus story on the front wall of the classroom:



5. Ask the students to read the story written on the chart.
6. Ask them to discuss in pairs and rewrite the story in their notebooks replacing the pictures with words by using the words shared above.
7. Now, display another chart as shown below and ask students to compare their words with the words written under the pictures in this chart:



CONCLUSION / SUM UP | 3 MINUTES

1. Conclude by reviewing the key points of the lesson with the whole class.

ASSESSMENT | 5 MINUTES

1. Assess students' understanding of rebus while they are doing the development activity given above.
2. Ask three or four students randomly to put commas in the sentences.

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON
64

COMPLETE OR CHANGE A STORY

STUDENT LEARNING OUTCOMES

- Fill in words to change/ complete a given story.

INFORMATION FOR TEACHERS

1. Encouraging beginner writers to sit down long enough to write even a short story can be challenging. It takes considerable effort for them to write even a couple of sentences.
2. Therefore, it is more effective to give them a pre-written story with blanks to fill in with words and complete.
3. You can also ask them to fill in a story with new words and change it!
4. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, markers/ chalk, duster, charts, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Tell students that they are going to create a funny story.
2. Tell them that they should think of a few words as you will ask them. They should write these words on the top of a page in their notebooks.
3. Ask them to think of the following words:
   - A town name
   - A family member
   - A describing word
   - An action word
   - A thing
   - A place
4. Next, write the following story with blanks on the board or display it on a chart:

One day in _____ (town name)
I saw my _____ (family member) acting
_____ (describing word). She was
_____ (action word)ing a big _____ (thing).
Then she went to _____ (place)
and did it again!

5. Ask students to fill in the blanks with relevant words they thought of in the previous step and complete the story.
6. Once they are done, ask them to read their stories to a partner.
7. Finally, invite 2 – 3 students to read their stories to the whole class.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Display an already prepared chart to class with a pre-written story with blanks as shown below:

   "Once Hamid was _____ to the market with his brother. He saw an injured bird on the_____. He took them _____ to his house. He kept the bird for _____. Then the bird was able to _____. He let it _____.
2. Ask the students turn by turn to complete the story with different words.
3. Help the students while they are completing the story.

Activity 2: 10 minutes

1. Divide the class into four groups.
2. Assign the following story to each group for completion.
3. "I was walking along the road, suddenly I saw a small wooden box by the road. I heard a voice saying, "Let me out of here". I was surprised to see that the voice was coming from the wooden box.

   _____
   _____
   _____
4. Once the task is completed, ask each group to present his / her task to the class.

CONCLUSION / SUM UP | 3 MINUTES

1. Tell the students that stories are always written in sequential order. They have a beginning, middle, and end. The completion of the story is a creative activity and also an interesting task.

ASSESSMENT | 5 MINUTES

1. Assess the students by involving them in completing the story given in the relevant unit of their textbook.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to write the outline of any short story and share it with the class the next day.

Month

8

LESSON

65

WEAK FORMS

STUDENT LEARNING OUTCOMES

- Pronounce the weak forms of “a”, and “the” in simple phrases and of “be” in contractions.

INFORMATION FOR TEACHERS

1. In the English language, some words are usually pronounced in their weak forms. It is important to note that when we read these weak forms aloud they are difficult to hear, just because of reason that they are not stressed. For example, the word ‘a’ and ‘the’ are often pronounced in their weak forms.
2. A shortened form of two words is called a contraction. This is important to note that we omit letters to make the short form of words. We use an apostrophe in place of the omitted letters.
3. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Weak forms are syllable sounds that become unstressed in connected speech, for example, when we read the following sentences aloud, ‘a’ and ‘the’ are difficult to hear. A contraction is a short form of two words as shown in the following sentences:
   - There’s no person in the office.
   - She’s a hard-working girl.
   - I’m going out.
   - I wasn’t hungry.
2. Practise these sentences with the whole class.
3. Introduce the apostrophe to students and show them how it is used in contractions.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Write the following sentences on the writing board:

   He is a nice person.

   She is a doctor.

   I ate the apple.

You have an orange.

They've read the big book.

Divide the class into pairs.

Tell students to observe the sentences and find if 'a, an, and the' are in weak form or not.

Activity 2: **10 minutes**

1. Review the weak form of 'be' in the following contractions with the whole class:

   I'm = I am

   You're = You are

   They're = They are

   She's = She is

   He's = He is

   It's = It is

   (tell students that the word 'its' is not a contraction)
2. Divide the class into four groups.
3. Assign the following sentences to each group.
4. Ask students to rewrite the sentences by converting the underlined words into contractions.
   - We are going to market.
   - It is an attractive scene
   - I am fine.
   - They are playing hockey.
5. After completion, each group will present his/ her task to the class.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling the students that:
2. The words with weak forms are difficult to hear because they are not stressed.
3. A contraction refers to a short form of a word. In contraction, we omit letters to make the short form of words. We use an apostrophe in place of omitted letters.

ASSESSMENT | 5 MINUTES

1. Write a few sentences showing the weak forms of 'a' and 'the' and contraction of 'be' on the writing board.
2. Call a few students randomly to the writing board and ask them to read aloud these sentences.
3. Assess students while they pronounce the sentences.

HOMEWORK / FOLLOW UP | 2 MINUTES

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

LESSON

66

ORAL COMMUNICATION SKILLS

STUDENT LEARNING OUTCOMES

- Demonstrate use of common conventions and dynamics of oral interactions.
- Describe things and objects in the surroundings.

INFORMATION FOR TEACHERS

1. Oral communication has two parts: the use of language and interpersonal skills.
2. Create opportunities for students to have real conversations with each other.
3. As you practice conversation, also demonstrate use of appropriate body language for different communicative functions.
4. Tell them that while talking, people talk on their turn and do not speak while the other person is speaking. They wait for their turn.
5. While teaching the lesson, the teacher should also consult textbook at all steps when applicable.
6. Describing words may be chosen from school/home and environment.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Worksheet, textbook, writing board, chalk/ marker, etc.

INTRODUCTION | 5 MINUTES

The teacher will:

1. Greet the students by saying Assalam-o-Alaikum/ Hello / Good morning. Appreciate those students who respond to the greeting correctly.
2. Tell the students that in previous grades you have read about describing words.
3. Explain that describing words are those words which are used to describe any characteristics, quality aspect, size, color of a thing, person or place like big, small, sunny, rainy, open, close, hot, cold, long, short, empty, full etc.

DEVELOPMENT | 20 MINUTES

Activity 1: **10 Minutes**

The teacher will:

1. Tell the students that they will be playing a guessing game where they will describe objects to each other.
2. Divide the class into two groups (A and B) and give an object worksheet to each group.

3. Explain to the students that they will work together in their groups, discuss and make notes on how to describe the objects on their worksheets, without saying the names of the objects.
4. Ask students from group "A" to describe (4-5 sentences) about an object from their worksheet to group "B" without naming the object.
5. Explain to the students that if group "B" guesses the name of the object, group "A" will put a tick next to the picture, if not, it puts a cross.
6. Tell the students that each group in turns will describe objects on their worksheets.
7. Tell the students that this continues until all the objects have been described. The group that guesses the most objects correctly is the winner.
8. Make sure that all students have equal opportunity to participate.

Example:

- To describe an object (ball) from worksheet, students may say:
- It is white.
- It is big.
- It is round.
- It is hard.
- It is smooth.
- It is used to play cricket.

Activity 2: **10 Minutes**

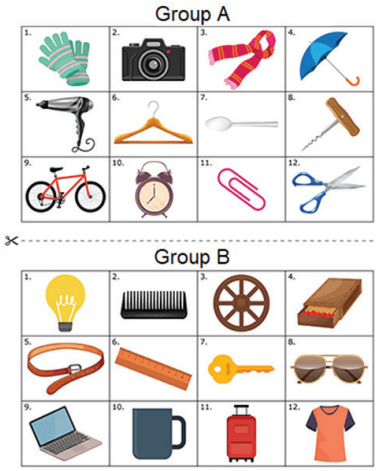
The teacher will:

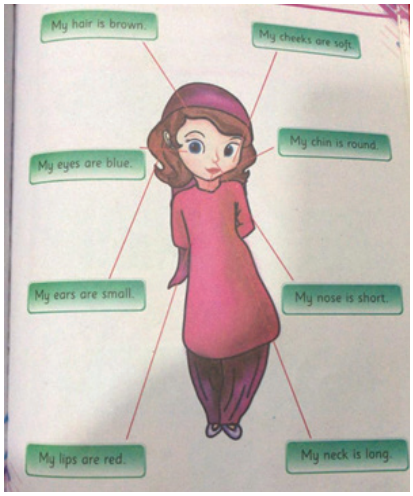
1. Invite two students for a conversation (dialogue) and give them an object (a book).
2. Tell one student to ask questions regarding the object and the other to respond to the questions.

Sample conversation:

- Student 1:- What is this?
- Student 2:- This is a book.
- Student 1:- What is the color of the book?
- Student 2:- The color of the book is black and white.
- Student 1:- What is the shape of the book?
- Student 2:- The shape of the book is rectangle.

3. Invite two or three pairs to describe things and objects in the classroom surrounding.
4. Ask the students to open their textbooks at page 26 (Edition 2018-19).





5. Read aloud the given description with stress on the describing words.
6. Ask a few students to come in front of the class to describe himself/herself.
7. Help and encourage students while doing the activity.

CONCLUSION / SUM UP | 3 MINUTES

The teacher will say:

1. Today we learnt how to use adjectives to describe things and objects in the surroundings.
2. Adjectives add information about number, color, type, and other qualities about the nouns and pronouns in the sentences.

ASSESSMENT | 5 MINUTES

The teacher will:

- Informally assess students' abilities during activity 1 and 2.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. The teacher will encourage students to repeat the activity at home with their family, commenting on the colors and tastes of their dinner.
2. Similar activities are to be done in 5-10 minute slots, once or twice a week throughout the year.
3. These skills will be practiced during brainstorming sessions, during group work or class discussion, where you will remind them of the courtesies and rules of interaction.

LESSON
67

REQUESTS AND COMMANDS

STUDENT LEARNING OUTCOMES

- Use and respond to simple sentences showing requests and commands, both physically and in their speech.

INFORMATION FOR TEACHERS

1. Commands are a type of sentence in which someone is being told to do something. There are three other types of sentences i.e. questions, exclamations, and statements. Command sentences, normally start with an imperative verb, because they tell someone to do something.
2. A request is defined as the act of asking someone for something. For example: Please give me a glass of water.
3. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Call on a student and give an order or a request.
   - Example: • Majid, close the door. OR • Majid, could you please close the door.
2. Then ask the class what you just told Majid to do.
3. Elicit the words request, order, or command from the class.
4. Tell students that today they are going to learn how to give commands or make requests.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Tell students that when we want someone to do something, we begin our sentence with the verb. For example: Wake up! Eat your breakfast. Read the books.
2. Tell students that we often have to ask others to do something for us or give us something we need. Such sentences are called requests or commands.
3. Introduce the sentence structure for imperative sentences to students. Tell them that when we begin a sentence with a verb, it is an imperative sentence. It is a command if spoken without a polite expression. Actually, a command sounds very direct! To make our commands more polite, we can convert them into requests by adding please at the end of what we say. For example:

- Close the door. (command)
- Close the door, please. (request)

4. Give a few more examples of simple commands and requests. For example:
   - Commands
     Sit down.
     Brush the floor.
   - Requests
     Do your homework, please.
     Take this card to your father.

Activity 2: 10 minutes

1. Write the following sentences on the writing board:
2. Please bring a glass of water.
   - Hurry up.
   - Sit down.
   - Open the door.
   - Can you help me, please?
3. Divide the class into pairs.
4. Tell the pairs to do the following:
   - Read the sentences.
   - Identify if the sentence is a request or command.
5. Once they are done, invite a few pairs randomly to share their responses.

CONCLUSION / SUM UP | 3 MINUTES

1. When we ask somebody to do something it is called a command.
2. A request is an act of asking someone politely for something.

ASSESSMENT | 5 MINUTES

1. Call few students randomly and ask them to speak two sentences each showing commands and requests.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to underline at least five sentences from their textbook showing commands and requests and share them with the class the next day.
2. Ask students to think of commands and requests that are given in places such as a bus station, a restaurant, and a school. Get them to write out as many commands and requests as they can think of.

LESSON

68

UNIT 11: LOVE FOR PARENTS

GREETING CARDS

STUDENT LEARNING OUTCOMES

- Make/write simple greeting cards.
- Draw illustrations to make greeting cards using cursive writing.
- Write names of addressee and sender.
- Write appropriate words and formulaic expressions.

INFORMATION FOR TEACHERS

1. A greeting card is a decorative card sent to convey good wishes.
2. Greeting card, an illustrated message that expresses, either seriously or humorously, affection, good will, gratitude, sympathy, or other sentiments. Greeting cards are usually sent by mail in observance of a special day or event and can be divided into two general classifications: seasonal and everyday. (Encyclopedia Brittanica)
3. Greeting cards can be used to motivate students' literacy skills and enhance learning.
4. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker/ chalk, duster, textbook, a variety of greeting cards, scissors, coloured sheets, etc.

INTRODUCTION | 5 MINUTES

1. Set the purpose for the lesson by explaining that people send greeting cards for many reasons.
2. Share a greeting card that was sent to you with the class. Describe how you felt when it arrived in the mail, who it was from, and why they sent it to you.
3. Ask students to share their experiences with greeting cards. Have they ever sent or received a greeting card? Why do people send cards? Where do people buy cards?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Place a variety of greeting cards out for students to view in groups.
2. Invite students to share what they know about greeting cards.
3. Discuss how the cards are similar and how they differ.
4. Look at the layout of a greeting card. "What is on the first page of the card? What is usually

found on the inside of the card? On the back of the card?"

5. Read the different card messages to students.
6. Engage older students in a discussion about how cards are written and ask them to describe how the messages made them feel. "Why are words important on the different cards?"

Activity 2: **10 minutes**

1. Explain to students that they will create different types of greeting cards for the class to use.
2. Assist them in selecting a few greeting card themes, such as birthday cards, get-well cards, and new baby cards.
3. Explore one theme at a time or divide students into groups where each group will be responsible for creating a specific type of card.
4. Provide students with art materials to draw illustrations. Some students may enjoy using photographs from magazines or catalogs to create their cards. Other students may enjoy drawing or painting their cards.
5. Assist students in writing their greetings or special messages. Students can also refer to the collected cards to copy the spelling of specific greeting words. Have students write their names on the back of each card they design.
6. Once they are done, ask them to display their cards on the class notice board and have a gallery walk to see the cards created by other students.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude by reviewing the key points of the lesson.

ASSESSMENT | 5 MINUTES

1. Informally assess students' abilities to write and read their greeting cards with appropriate expression during activity 2.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to make a greeting card and give it to their brother/sister on his / her birthday.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.

LESSON

69

UNIT 12: LOVE FOR PARENTS

RHYTHM, STRESS, AND INTONATION

STUDENT LEARNING OUTCOMES

- Familiarise themselves with rhythm, stress, and intonation of the English language.

INFORMATION FOR TEACHERS

1. Stress is about which sounds we emphasise in words and sentences. For example, in the word 'banana' the stress is on the second syllable, in the word 'orange' the stress is on the first syllable. In sentences, we usually stress the most important, 'content' words.
2. English has two basic types of stress:
   - i. Syllable stress
   - ii. Word stress
3. Syllable stress refers to a syllable (or segment of a word) that is stressed more than other syllables in the word. Word stress refers to a word (or parts of a word) that is stressed more than others in a sentence.
4. Rhythm is about how we use a combination of stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words).
5. Intonation is the way the pitch of a speaker's voice goes up or down as they speak. We use intonation to help get our message across.
6. In order to help students familiarise themselves with rhythm, stress, and intonation of the English language, it is important to give them a lot of practise listening to the authentic recorded conversations of native English speakers. You can use various resources on google and youtube for this purpose. Select culturally appropriate content before playing them to the class.
7. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, charts, textbook, etc.

INTRODUCTION | 5 MINUTES

1. Ask students how many words they hear in a sentence that they hear in a listening activity or that you read out. For example, "Happy birthday to you, dear Gul Sher." This practises recognising word boundaries and increases awareness of main stresses and weak forms.
2. Next, speak the following tongue twister at an appropriate speed but loud and clear for all students to hear: She sells seashells by the seashore.
3. Repeat it 3 – 4 times and then ask students to repeat it after you.
4. Do the above steps with another tongue twister, e.g., Which wristwatches are Swiss

wristwatches?

5. Tell students that today they are going to become familiar with the way English speakers use the rise and fall of their voice while speaking different sentences.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Tell students that many words in English have smaller parts or segments known as syllables. English speakers say one part of a word with greater force (or louder) as compared to the other part(s) of a word. That means a certain syllable in a word is stressed and other syllables are unstressed. This creates a rhythm within a word.
2. Next, write the following examples of syllable stress (see information for teachers for definition), with the stressed part written in bold (make it bold with marker or chalk):

   Happy **birth**day!

   English **stu**dent

   invi**ta**tion

   ex**plain**
3. Speak the phrases/ words with exaggerated stress on the stressed syllables (bold) and ask students to listen and repeat after you.
4. Check if students can speak a word with stress on the right syllable. Make sure they don't use a flat tone – saying the whole word stressed or unstressed. Ask them to feel which part of the word is spoken louder, i.e., it is stressed.
5. Tell students that another way the English speakers create rhythm in their speech is by speaking a certain word or words or parts of a word louder than the others.
6. Now, write the following examples of word stress (see information for teachers for definition) on the board:
   - What time is it?
   - I'm going to a birthday party.
   - Would you like coffee or tea?
7. Tell students speaking a sentence in this way helps the listener understand which word or what part of the information is more important.
8. Remind them that in English, some words are pronounced louder, higher, and longer, while other words are very short and quiet.

Activity 2: 10 minutes

1. Write the following sentences on the board and ask students to practice them in pairs:
   - Who is the boy on the phone? You'll have to call him again.
   - I don't think he will listen to her.
   - Can you write your name?
   - Where do you live?
2. Now, review the concept of intonation with the whole class. Without using the word 'intonation', tell students in simple words that when English speakers talk, their voice either rises or falls at a certain word or the end of the sentence. This rise and fall of voice also creates a rhythm in the English language.
3. Write the following examples of the falling intonation on the board. Tell students that a downward arrow (↘) indicates a fall in the voice of the person who is speaking:

   Statements
   - Nice to meet ↘you.
   - I'll be back in a ↘minute.

- I'm going for a walk in the ↘park.

Commands

- Write your name ↘here.
- Leave it on the ↘desk.
- Put your books on the ↘table.

Wh- questions (requesting information.)

(questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')

- Where do you ↘live?
- When does the shop ↘open?
- Whose bag is ↘this?

4. First, practise these sentences with the whole class and then ask students to practice them in pairs.
5. Repeat the above steps for the following examples of rising intonation. Tell students that an upward arrow (↗) indicates a rise in the voice of the person who is speaking:

Yes/no Questions

(Questions that can be answered by 'yes' or 'no'.)

- Do you like your new ↗teacher?
- May I borrow your ↗pen?
- Do you have any ↗storybooks?

Questions tags (short questions at the end of statements).

- We've written it already, ↗haven't we?
- You like fish, ↗don't you?
- You're a new student ↗aren't you?
- Our new classroom is beautiful, ↗isn't it?

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by reminding the students that in English, some words are pronounced louder, higher, and longer, while other words are very short and quiet.
2. Also remind them that when English speakers talk, their voice either rises or falls at a certain word or the end of the sentence. This rise and fall of voice also creates a rhythm in the English language.

ASSESSMENT | 5 MINUTES

1. Write the following sentences on the board and ask students to find out which words will be spoken louder than the others in each sentence:
   - I looked in the car but I didn't see my keys.
   - I don't like tea unless it has milk.
2. Give them a couple of minutes to think and then randomly ask a few students to share their answers with the whole class.
3. Now, write the sentences with stressed words shown in bold and ask students to check their answers:
   - I looked in the car but I didn't see my keys.
   - I don't like tea unless it has milk.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to go through their textbooks and find out a few examples of sentences that use a falling voice at the end and a few examples of sentences that use a rising voice at the end.

LESSON

70

UNIT 12: SEASONS

SPEECH BUBBLES & COMIC STRIPS

STUDENT LEARNING OUTCOMES

- Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.

INFORMATION FOR TEACHERS

1. Comic strips are used to tell a story. They have three main parts of a story: setting, characters, and plot. Comic strips use words and pictures equally. They use a series of frames to show story movement.
2. Speech bubbles are just what they sound like. They usually take the form of a photograph or an image of a person's head with a bubble of words emanating from their mouths.
3. A speech bubble is a round shape next to the head of a character in a cartoon/ story/ dialogue inside which the character's words or thoughts are written (Oxford Advanced Learner's Dictionary)
4. Speech bubbles are useful for vocabulary development, communication, and role play.
5. Speech bubbles can take multiple forms. Typically, they include a photograph or other representation of a person or group whose words appear in the bubble. They can be laminated for re-use in or outside the classroom. They can be posted on walls, bulletin boards, student cupboards, etc.
6. It is an interesting and interactive activity tool for students.
7. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, markers, duster, cartoon strips, charts of speech bubbles, textbook, etc.

INTRODUCTION | 5 MINUTES

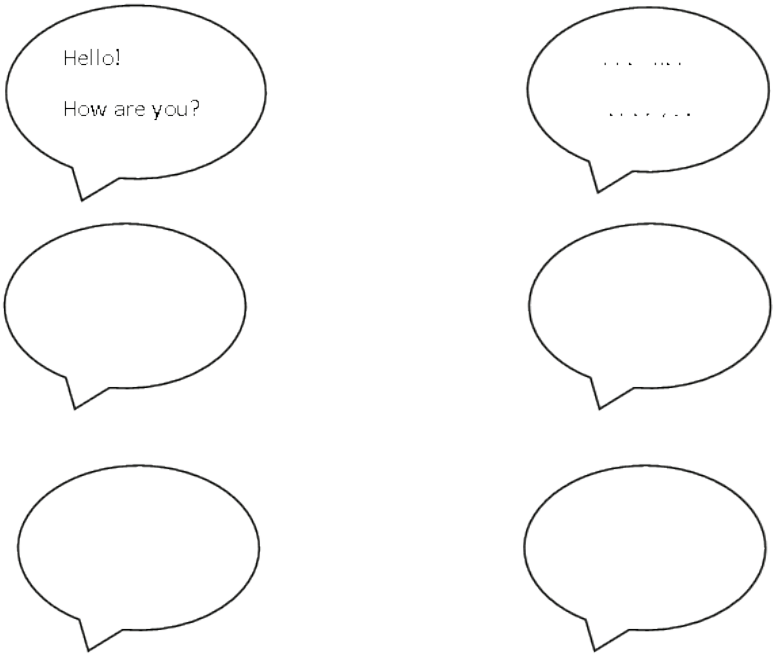
1. Draw some speech bubbles on the writing board.
2. Ask students if they know what these shapes are called. Introduce students to speech bubbles and comic strips using easy words. (Take help from information for Teachers).
3. Tell students that today they will learn to write text in speech bubbles.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide the class into six groups.

2. Ask each group to fill in the following speech bubbles in the form of a dialogue between two friends:



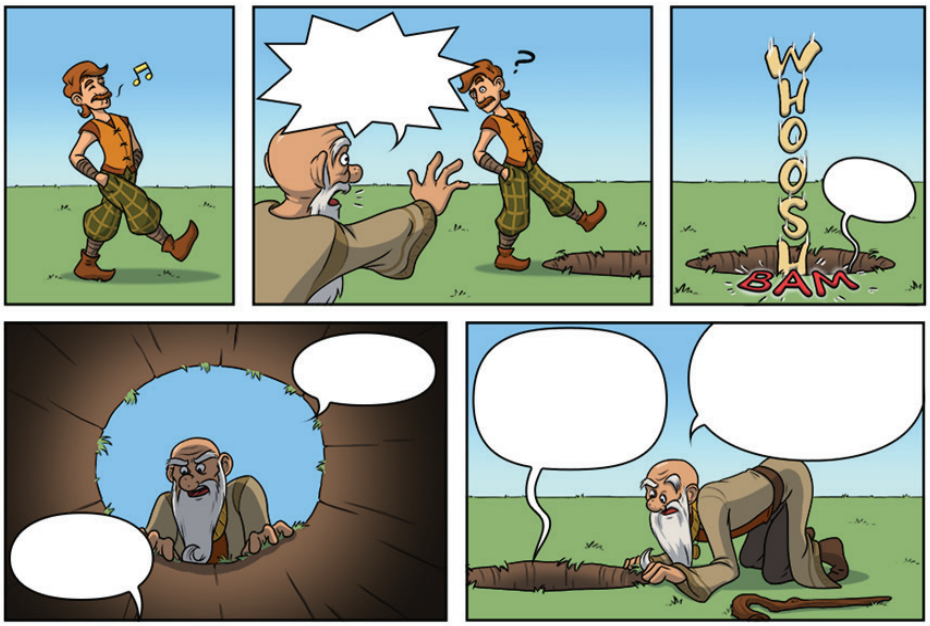
3. Help students during this activity if they face difficulty while filling the bubbles.
4. Once they are done, invite a representative of each group to present their work to the whole class.

Activity 2: 10 minutes

1. Introduce students to comic strips simplifying the information given below:

   A comic strip is a sequence of images with a small amount of text in each box. This text is normally inside balloons or written as captions. Comic strips (or comic books) are a form of story-telling, which uses drawings or cartoon characters to tell a story. Most comic strips are created for humour, while some can be serious.

2. Divide the class into pairs.
3. Ask students to look at the following comic strip and discuss what's happening in the story shown in the pictures.
4. Ask them to guess what the characters are saying to each other. Discuss and write in the speech bubbles given on the comic strip.



5. As the pairs work, move around and assist them where needed.
6. If any students are confused and can't figure out the story, give them a hint that the old man was telling the young man that there was a trap. Let them figure out the rest of the story with the help of the pictures.
7. Once they are done, invite 3 – 4 pairs to share their work with the whole class.
8. Now, ask them to narrate the story to each other orally.
9. Finally, invite a volunteer to come to the front and narrate the story to the whole class.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling the students that speech bubbles and cartoon strips play a vital role in expressing spoken dialogues.
2. It is also essential that in comic strips, artists should be careful while choosing pictures and placing the speech bubbles to communicate the meaning to a reader.

ASSESSMENT | 5 MINUTES

1. Divide the class into pairs and ask them to prepare speech bubbles showing short dialogues about their daily routines.

HOMEWORK / FOLLOW UP | 2 MINUTES

2. Ask students to prepare speech bubbles and cartoon strips on the following topics using charts and colour pencils and present them to the class the next day.
   - A picnic
   - A birthday party
3. Assign students to do the relevant activities/ exercises from their textbook as homework.

LESSON

71

REVISING WRITTEN WORK

STUDENT LEARNING OUTCOMES

- Revise written work for correct spelling and punctuation.

INFORMATION FOR TEACHERS

1. Grade-2 students are early writers – they need guided practice and continuous support to develop their writing skills.
2. Help them learn all stages of the writing process, i.e., pre-writing/ brainstorming, drafting, revising/ editing, and publishing (or writing the final draft). Do it with simple and easy topics that relate to their life and experiences so that they can find ideas about them to write.
3. While teaching students to revise the written work, help them consider the following areas:
   - Correct spelling
   - Appropriate vocabulary
   - Correct use of punctuation
   - Sentence structure
   - Layout/legibility
4. Give students a lot of practice to follow the writing process every time they do a writing task.
5. While teaching the lesson, also consult the textbook at all steps.

DURATION / NO OF PERIODS: 35 MINUTES / 01 PERIOD

MATERIALS / RESOURCES REQUIRED

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

INTRODUCTION | 5 MINUTES

1. Remind students of previous lessons about capitalisation and punctuation.
2. Write the following paragraph on the writing board:

   saleem is a good boy he always come to school in time he respect his parents teachers and elders.
3. Ask students to read the paragraph silently and identify the errors in it. Tell them to look for spelling and punctuation.
4. Once the students have finished reading, ask them to work in pairs and discuss what errors they have noticed in the paragraph. Give them a minute to discuss, and then invite 2 – 3 students to come to the front and underline the errors on the writing board.
5. Tell them that in the next activity, they will rewrite this paragraph to correct the errors.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Tell students that when good writers write a text on any topic, they check it for errors and revise it before finalizing it. It helps writers create good pieces of writing. Ask students what would happen if they do not check their writing.
2. Allow 2 – 3 students to share their responses. Highlight the point that 'checking' what you have written before sharing it with the reader(s) is very important. If we do not check it, the readers will face difficulty understanding it.
3. Draw students' attention again to the paragraph they read in the introductory activity. Ask them to copy it on their notebooks.
4. Once they have copied it, ask them to work in pairs again and correct the identified errors in the paragraph i.e., which words need to be capitalized, which sentences have punctuation errors, and which words have incorrect spelling.

Activity 2: 10 Minutes

1. Once the students have identified and corrected the errors, review the corrections with the whole class using the writing board (see the correct version given at the end of this lesson plan). You can use chalks/ markers of three different colours to highlight the errors of capitalization, punctuation, and spelling.
2. Next, ask students to rewrite the paragraph after correcting the errors.
3. As a final step, ask students to review each other's work in pairs.
4. Appreciate students for their participation in the activities.

CONCLUSION / SUM UP | 3 MINUTES

1. Conclude the lesson by telling students to always keep in mind that the mistakes/errors of spelling and punctuation occur in the first draft when we write something. Therefore, always revise and edit their writing to make it error-free before sharing it with others.

ASSESSMENT | 5 MINUTES

1. Write the following sentences on the writing board and ask students to copy them on their notebooks and underline the errors of spelling and punctuation.
   - he is my friend?
   - This is a book,
   - I have two ayes
   - My friend meat me on the road
2. Randomly check the work of a few students to see if they have correctly identified the errors.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to write a paragraph of five to six sentences on 'My House' as a home assignment, revise and edit it and then present it to the teacher the next day.
2. Assign students to do the relevant activities/ exercises from their textbook as homework.
3. Correction version of the paragraph from Introductory Activity:
   Saleem is a good boy. He always comes to school on time. He respects his parents, teachers, and elders.

قومی ترانہ

پاک سرزمین شاد باد　　کشور حسین شاد باد
تو نشان عزم عالی شان　　ارض پاکستان!
مرکز یقین شاد باد

پاک سرزمین کا نظام　　قوت اخوت عوام
قوم، ملک، سلطنت　　پائندہ تابندہ باد
شاد باد منزل مراد

پرچم ستارہ و ہلال　　رہبر ترقی و کمال
ترجمان ماضی شانِ حال　　جان استقبال!
سایۂ خدائے ذوالجلال

Professional Development
for Quality Education

GENERAL KNOWLEDGE

Lesson Plans

Based on Curriculum 2020

GRADE 2

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

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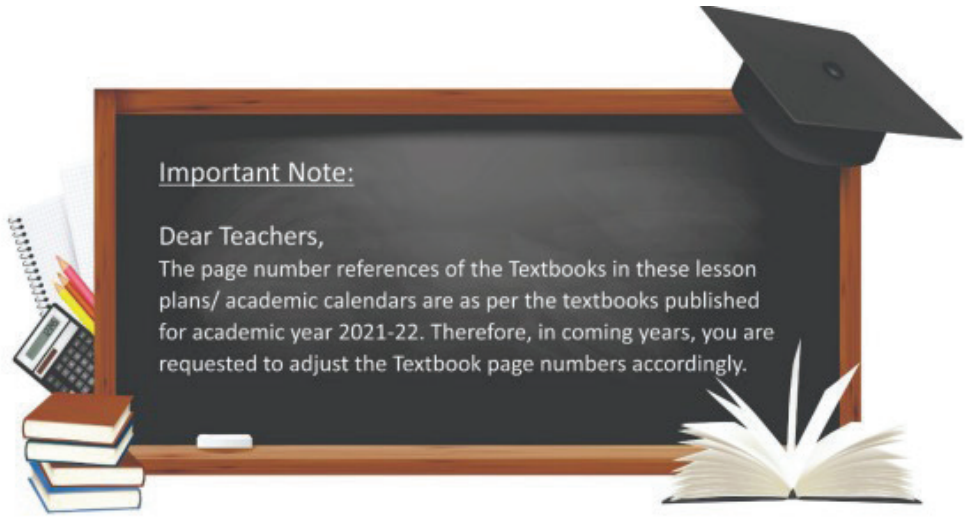

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NOTIFICATION:

No.5564-5727/F.24/Vol-II/SLP/G-II/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-II 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.

LESSON

1

CHAPTER # 1: OUR COUNTRY PAKISTAN

MAP OF PAKISTAN

STUDENT LEARNING OUTCOMES

- Recognize the map of Pakistan.
- Name the provinces and areas (AJK, GB and ICT) of Pakistan.

INFORMATION FOR TEACHERS

1. Pakistan came into being on 14th August, 1947.
2. Pakistan is an independent Islamic country.
3. Pakistan is situated in the continent of Asia.
4. Pakistan has four provinces (Punjab, Sindh, Khyber Pakhtunkhwa and Baluchistan and areas of Gilgit Baltistan, Azad Jammu and Kashmir and Islamabad capital territory.
5. Neighbouring countries of Pakistan are Afghanistan, Iran, China and India.
6. Baluchistan is the largest province by area while Punjab is the most populated province of Pakistan.
7. We live in Khyber Pakhtunkhwa.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Writing board, marker/charts, duster, Map of Pakistan. Textbook General Knowledge Grade II, pencil colours.

INTRODUCTION | 10 MINUTES

Ask the students.

1. What is the name of our country?
2. Who was the founder of Pakistan?
3. How many provinces are there in Pakistan?
4. In which province do you live?

DEVELOPMENT | 45 MINUTES

Activity 1: 15 Minutes

1. Divide the class into 7 groups.
   - Group 1: Khyber Pakhtunkhwa
   - Group 2: Punjab
   - Group 3: Baluchistan
   - Group 4: Sindh

- Group 5: Azad Jammu and Kashmir
- Group 6: Gilgit Baltistan
- Group 7: Islamabad Capital

2. Ask the groups to colour their assigned province / area on the map of Pakistan at relevant page of textbook.
3. Write the name of your assigned province / area and draw map on chart.
4. Write the name of capital city of your assigned province / area.

Activity 2: 15 Minutes

1. Divide the class into four groups and assign following task to each group.
   - Group – A may be asked to write the name and draw map of the largest province of Pakistan on chart and colour it.
   - Group – B may be asked to write the name of most populated province of Pakistan on chart and colour it.
   - Group – C may be asked to write the name and draw map of the province in which we live and colour it.
   - Group – D may be asked to write the names of neighbouring countries of Pakistan on the chart.
2. After the completion of the activity, the group leader will present his work in the class.

Activity 3: 15 Minutes

1. Hang a chart of map of Pakistan on the wall in front of class and ask the student one by one to point out the provinces / area by pointer / stick.
2. Ask the student to describe the part of map and show the largest and smallest provinces of Pakistan.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points:

1. Pakistan came into being on 14th August 1947.
2. Pakistan is located in the continent of Asia.
3. Quad-e-Azam was the founder of Pakistan.
4. Pakistan came into being after great sacrifices of our elders.
5. Pakistan has four provinces (Khyber Pakhtunkhwa, Punjab, Sindh, and Balochistan), and areas of Azad Jammu and Kashmir, Islamabad capital territory and Gilgit Baltistan.
6. Balochistan is the largest province by area while Punjab is the most populated province.
7. We live in the province Khyber Pakhtunkhwa.

ASSESSMENT | 5 MINUTES

Ask the following questions to assess the students.

1. When did Pakistan come into being?
2. In which continent Pakistan is located?
3. Tell the names of Pakistan neighbouring countries.
4. What is the name of capital of Pakistan?
5. What is the name of capital of Khyber Pakhtunkhwa?

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Ask the students to colour and write name of different provinces / areas in the map of Pakistan at relevant page of your textbook.

LESSON

2

CHAPTER # 1: OUR COUNTRY PAKISTAN

PROVINCES AND AREAS OF PAKISTAN

STUDENT LEARNING OUTCOMES

- Depict the cultural diversity of all provinces and areas of Pakistan.

INFORMATION FOR TEACHERS

1. There are four provinces of Pakistan namely Punjab, Sindh, Khyber Pakhtunkhwa and Balochistan and areas of Azad Jammu and Kashmir, Gilgit Baltistan and Islamabad Capital territory.
2. Each federating unit has its own identity and culture.
3. Urdu is the National Language of Pakistan but each province/area has also its own regional languages.
4. People of different provinces / areas used different dresses and food items.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook General Knowledge grade II, charts etc.

INTRODUCTION | 5 MINUTES

Ask the students.

1. How many provinces are there in Pakistan?
2. How many provinces / areas you have visited?
3. Which is the largest province of Pakistan?
4. Which is the most populated province of Pakistan?
5. What is the name of your province?
6. What is the common dress of our country?

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

1. Divide the class into 7 groups.
2. Assign one province / Area to each group.
3. Ask each group to write from their textbook about dress, language and food items of their assigned province / area on chart.
4. Ask group leader of each group to present their assigned work in front of class.
5. Mutual discussion among the groups must be encouraged.

CONCLUSION / SUM UP | 5 MINUTES

1. Conclude the key points of the topic.
2. Pakistan has four provinces (Punjab, Sindh, (Khyber Pakhtunkhwa and Balochistan), Azad Jammu and Kashmir, Gilgit Baltistan and Islamabad capital territory.
3. Each province / Area has different language, dress and food items.
4. We live in Khyber Pakhtunkhwa province.
5. Shalwar Qameez is our common dress.
6. Urdu, Pashto, Hindko and Sariaki are regional languages of our province.
7. Famous dance of our province are “Attan” and “Khattak”.

ASSESSMENT | 3 MINUTES

Ask the following questions.

1. What is the name of the four provinces of Pakistan?
2. What is the common dress of our province?
3. What is our national language?
4. Name the different languages spoken in our province.
5. Name the different traditional food items of different provinces / Area.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to write in their notebooks the dresses, languages and food items of each province / Area from textbook.

LESSON

3

CHAPTER # 1: OUR COUNTRY PAKISTAN

PAKISTAN'S FALG

STUDENT LEARNING OUTCOMES

- Recognize the significance of National Flag.

INFORMATION FOR TEACHERS

1. Pakistan came into being on 14th August, 1947.
2. We got independence from British Government after great sacrifices.
3. Pakistan is a democratic Islamic country.
4. It has four provinces and federating units.
5. National flag is a national symbol of every country.
6. Pakistan has its own national flag.
7. We must respect our national flag.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, colours / pencils, National Flag of Pakistan, charts of flags of different countries.

INTRODUCTION | 5 MINUTES

Ask the students.

1. Have you seen different flags of different countries?
2. Have you seen the national flag of Pakistan?
3. How many colours are there in our national flag?
4. Where is crescent and star in the flag? (Green part or white part)
5. Which part of the flag of Pakistan is greater? (Green or white)

Introduce the today topic.

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

1. Ask the students to draw / make the flag of Pakistan on charts. Guide and help them.
2. Ask them to colour it and to explain the parts of flag. White & green, explain the crescent and star.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic to explain the main points.

1. Every country has its own national flag.
2. National flag of every country is the symbol of identity for the country.
3. Our national flag has two colours, green and white.
4. Green colour stands for Muslims while white colour represents the people of other religions. Which shows the majority of Muslims.
5. Crescent is the symbol of progress while the star is symbol of light and knowledge.

ASSESSMENT | 3 MINUTES

Ask the following questions randomly from students as assessment.

1. Name the colours of our national flag.
2. What green colour represents in our flag?
3. What white colour represent in our flag?
4. What is the symbol of progress in our national flag?
5. What is the symbol of light and knowledge in our national flag?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Draw the picture of national flag on chart and colour it.

LESSON 4

CHARACTERISTICS OF VILLAGE AND CITIES IN PAKISTAN

STUDENT LEARNING OUTCOMES

- Recognize that the people of Pakistan live in villages and cities.
- Identify key characteristics of village (building, facilities, environment and the work people do.)
- Identify key characteristics of a city.

INFORMATION FOR TEACHERS

1. In our country most of the people live in villages while others live in cities.
2. City life is different from village life.
3. People living in cities adopt different professions as compare to village.
4. Village life is simple while city life is fast and busy.
5. Village environment is neat and clean while city has polluted environment due to factories and traffic noise.
6. Health and educational facilities are less in village as compared to city.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Writing board, marker / charts, duster and textbook General Knowledge Grade II.

INTRODUCTION | 10 MINUTES

Ask the students.

1. Where do you live? (city / village)
2. Have you ever visited any city?
3. Have you ever seen any village?
4. What are the differences between village and city?
5. Where would you like to live? (city / village)
6. Where you have seen green fields and cattles?
7. Where you go for treatment when you ill?

DEVELOPMENT | 40 MINUTES

Activity 1: 20 Minutes

1. Divide the class into suitable groups.

2. Ask the students to list the characteristics of city and village life on chart from the relevant pages of the textbook general knowledge grade 2.

Activity 2: **20 Minutes**

1. Ask the students to match the column on their notebook.

Fresh air	City / Village	Wide road
Air port		Noise and rush
College and university		Pollution
Muddy houses		Tall and cemented buildings
Hospital		Farming
Green fields		tangas
Cattle		

CONCLUSION / SUM UP | 10 MINUTES

Conclude the topic with key points.

1. The people of Pakistan live in both cities and villages.
2. Most of the people of Pakistan live in villages.
3. The environment of village is clean and neat as compared to city.
4. There are greater facilities of health, education and transport in cities as compared to villages.
5. City has tall and cemented buildings while village has muddy houses.

ASSESSMENT | 5 MINUTES

Ask the following questions from the students.

1. Name the two cities that you have visited?
2. Name the two villages that you have seen?
3. Tell the two main differences in the village and city?
4. Where do you like to live? Give two main reasons?
5. Tell two facilities in the city?
6. Tell two characteristics of village life?

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Read the textbook material and write five main different characteristics of city and village in your notebook.

LESSON

5

THE DIFFERENCE BETWEEN VILLAGE AND CITY LIFE

STUDENT LEARNING OUTCOMES

- Compare village and city life.
- Identify some common professions and occupations of a village / city (tailor, butcher, cobbler, musician etc.)

INFORMATION FOR TEACHERS

1. There is a difference in village and city life.
2. Life in village is simple while city life is busy and fast.
3. The people of cities are more educated than the people of village.
4. Means of transports in village are simple as tangas, buses and Rickshaws while city has modern fast means of transport like cars, train, Aeroplane etc.)
5. The responsibilities of men and women in villages are different than cities.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, textbook General Knowledge Grade II and charts relating to village and city life.

INTRODUCTION | 5 MINUTES

Ask the following questions:

1. What are the main means of transport in city?
2. What are the main means of transport in village?
3. What are the main professions in city?
4. What are the main professions of people living in village?
5. Where you have seen hospitals, tall cemented buildings and bus stand?
6. What, is the common profession of people in village?

DEVELOPMENT | 20 MINUTES

Activity 1: **10 Minutes**

Make suitable groups and give them charts to match the columns.

A		B
Cattles		Hospital
Bus stand	Village	Farming
Mud Houses		Less Traffic
University	City	Tall buildings
Rush of traffic		colleges

Activity 2: **10 Minutes**

1. Divide the class into two groups and give them charts. Ask the group "A" to write the main five professions of the people living in city.
2. Group 'B' may be asked to write five main professions of village. Group leader present his work in the class.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with the following points.

1. Greater number of people live in villages in Pakistan.
2. The people of city are mostly educated and skillful.
3. The people of village usually live simple life and depend on farming.
4. City has polluted environment, While village has clean and neat environment.
5. Means of transport in city are fast and modern as compared to village.

ASSESSMENT | 5 MINUTES

Ask the following questions randomly.

1. Where does modern and fast means of transport is present?
2. From where we get major food items? (Wheat, Maize barely, vegetable etc.)
3. Where the environment is clean and neat? (City or Village)
4. Where hospitals, college and universities are situated? (City or Village)
5. What are the main five professions of people living in city?
6. Name any five professions of the people living in village?

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Write five main professions of village and city in your notebook.

LESSON

6

CHAPTER # 3: RIGHTS AND DUTIES

GOVERNMENT AND ITS SERVICES

STUDENT LEARNING OUTCOMES

- Define Government.
- Identify some goods and services that government provides for the people (health, education, clean water, infrastructure, utilities, safety and security, parks and play grounds etc.)

INFORMATION FOR TEACHERS

1. Government is the group of people with the authority to run and govern the country.
2. The body with the power to make or enforce laws to control a country, land area and people is called government.
3. Duties of the local Government is to provide the citizens water supply, sewerage system, street lights and to solve local issues.
4. Provincial Government provide the services of health, education, roads and parks to the citizens.
5. Federal Government provide services of utilities (electricity, gas, telephone and other major needs of the citizens.)

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Textbook of General Knowledge Grade II, charts, writing board.

INTRODUCTION | 5 MINUTES

Ask the students.

1. What does your father do?
2. What does your mother do?
3. Do you help your mother in your home?
4. What are the duties of Headmaster and supporting staff in your school?
5. Who run the Government?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Select 5 students from the class for electing a monitor.
2. Write the names of candidates on the writing board.

3. For this purpose students will raise hands for the selection of monitor.
4. Ask the remaining students to choose a monitor amongst them for their class by raising hands for their favourite one.
5. Ask the students raise hands for each candidate one by one.
6. Write the number of votes shown by students in favour of each candidate and ask the students that who has got maximum votes, and announce the result of winner one.
7. Explain this is a way of selection of leaders.
8. Explain the importance of vote and elections to choose the representative for government.
9. Tell the students as you selected the monitor for class just like the people elect their representatives to run the government.
10. The representatives are assigned different duties by appointing ministers for different departments like health, education and sports, defense etc.

Activity 2: **10 Minutes**

1. Divide the students into 4 groups.
2. Ask the students to look at the pictures of your General Knowledge book at page # 22.
3. Ask the students one by one, who provide the facilities of hospitals, schools, police stations, courts and roads.
4. Write down answers of students on writing board.

CONCLUSION / SUM UP | 5 MINUTES

1. People elect their representative by votes.
2. These representatives run the government for people
3. The government should provide basic facilities to people like health facilities, free education, roads, clean water for drinking, infrastructure, gas, electricity, parks, playground, safety and security to the people.

ASSESSMENT | 3 MINUTES

Ask the students for assessment.

1. Who run your school?
2. Who is the Prime Minister of Pakistan?
3. Who is your MNA?
4. Who elect the representatives?
5. Who facilitate you for basic needs (hospitals, schools and roads)

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to write down the names of Government officials like minister Chief Minister or Prime Minister in your notebooks.
2. List the facilities provided by the government in your local area.

LESSON

7

RIGHTS AND RESPONSIBILITIES OF CITIZENS

STUDENT LEARNING OUTCOMES

- List any three rights of the citizens (Right to food, free education, protection, equality and health care)
- Understand that everyone has a right to practice their own religion freely.
- Identify their responsibilities with respect each right (careful use of food, water and other resources, regularity and hard work towards education, taking care of surroundings, and hygiene, treating every one equally and following rules and regulation.

INFORMATION FOR TEACHERS

1. Rights of citizens of every country are as under:
   - Free education, health facilities.
   - Protection of life and loyalties.
   - Equality of the right and justice.
2. Everyone has a right to practice his own favourite religion freely, choosing the religion by his own choice is the basic right of every citizen.
3. Every citizen should respect and follow country's rules and regulations and should be careful in the use of food, water and other resources. Citizens should know their responsibilities and hard work towards education and taking care of their surroundings and cleanliness.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Writing board, textbook of General Knowledge, Grade II, charts and flash cards.

INTRODUCTION | 10 MINUTES

Ask the students.

1. Do you know the rules of cricket?
2. Why rules are essential for a game?
3. Who provide you free education, hospitals, roads and right to food
4. Whose duty is to clean your surroundings?
5. Do you careful in use of food, water and other natural resources?
6. Do you follow the rules & regulations of your school?
7. Are you getting free education in school?
8. Who provides you free education?
9. Where is hospital in you village / Town?
10. Who established hospital in your village / Town?

DEVELOPMENT | 40 MINUTES

Activity 1: 20 Minutes

1. Divide the students into two equal groups.
2. Assign groups A to study the page # 23 of textbook and ask them to write down the rights of citizens.
3. Ask group 'B' to write down on a chart the responsibilities of citizens.
4. Observe and guide them during the activity.
5. Ask group 'A' to present the written rights of citizens and hang the chart on writing board.
6. Ask the group 'B' to present the written responsibilities and hang the chart on writing board.
7. Ask the Group "A" to read the charts of Group "B" and Group "B" read the chart of Group "A".

Activity 2: 20 Minutes

1. Divide the students into two groups A and B and ask them
   - Group A: Every student group "A" write down one right of citizen on flash card.
   - Group B: Every student of group "B" write down one responsibility of citizen on flash card.
2. After completion of this activity exchange these flash cards among the students and ask them to read the flash cards loudly one by one.

CONCLUSION / SUM UP | 10 MINUTES

1. The rights of citizens are right to food, free education, protection, equality, health care and every citizen has a right to practice his own religion freely.
2. The responsibilities of any citizen are to be careful in use of food, water and other resources, taking care of surroundings and cleanliness, should treat everyone equally and follow the rules and regulations.

ASSESSMENT | 5 MINUTES

Ask the students for assessment.

1. What are the three major rights of citizens?
2. What are your responsibilities being a good citizen?

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Assign the students to study page # 23 of textbook and make a table of rights and duties of citizens on their notebooks.

LESSON

8

GOVERNMENT AND ITS SERVICES

STUDENT LEARNING OUTCOMES

- Understand why Muslims celebrate Eid-ul-Fitr and Eid-ul-Azha.
- Describe how people celebrate Eid-ul-Fitr and Eid-ul-Azha.
- Identify other religious and cultural festival of other faiths celebrated in Pakistan.

INFORMATION FOR TEACHERS

1. The Muslims in Pakistan and in the rest of world celebrate the major festivals related to their religion.
2. Eid-ul-Fitr is celebrated on the completion of the Holy month of Ramazan on the first day of month of Shawal.
3. Eid-ul-Azha is celebrated on the 10th of month of Zul- Haj in the memory of sacrifice of Hazrat Ibrahim (علیہ السلام) and Hazrat Ismail (علیہ السلام).
4. Muslims give the Sadqa-e-fitr to the poors, pray Eid prayer, meet the relatives, on the occasion of Eid-ul-Fitr.
5. The Muslims slaughter the animals on the day of Eid-ul-Azha and distribute meat among the poors and relatives.
6. The people related to other religions in Pakistan like Christians, Hindus and Sikhs also celebrate their religious festivals like Christmass, Holi, Diwali and Baisakhi.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

- Writing board, charts, and flash cards.

INTRODUCTION | 5 MINUTES

Ask the students.

1. When do the Muslims celebrate Eid-ul-Fitr?
2. When Sadqa-e-Fitr is given to the poors?
3. In whose memory Eid-ul-Azha is celebrated?
4. What is the name of festival celebrated by Christians on 25th of December?

DEVELOPMENT | 40 MINUTES

Activity 1: 20 Minutes

1. Ask the student one by one about the Eid feelings and their likes on the Eid festival. i.e

1. ., Eidi, New cloths, New shoes, sweets, ice cream, etc.
2. Write down the likes of the student on the writing board.
3. Divide the students into two groups and give a written chart about the background of Eid-ul-Fitr and ask them to read it carefully and discuss in group.
4. Now give a written chart about the background of Eid-ul-Azha to other group and tell them to read it and discuss.
5. Ask the students to list the characteristics of Eid-ul-Fitr and Eid-ul-azha.

Activity 2: **20 Minutes**

1. Divide the class into three groups A, B and C.
2. Ask group A to read the text book at page # 28 about the Christmas.
3. Ask to group B to read the page # 29 about the festival of Holi.
4. Tell the group C to read the page # 29 about the festival of Baisakhi.
5. At the end of this activity students will share their views with one another in group about the festivals of Christmas, Holi and Baisakhi.

CONCLUSION / SUM UP | 15 MINUTES

1. Eid-ul-Fitr is celebrated after the month of Ramazan on the first day of month of Shawal. Eid-ul-Azha is celebrated on the 10th of the month of Zul-Haj.
2. Muslims slaughter animals on the day of Eid-ul-Azha.
3. Non-Muslims celebrate their festivals like Holi, Baisakhi, Diwali and Christmas.
4. All over the world the Muslims celebrate two major festivals namely Eid-ul-Fitr and Eid-ul-Azha.
5. Non-Muslims celebrate their own religious festival namely Christmas Holi, Baisakhi, Diwali.

ASSESSMENT | 5 MINUTES

Ask the students.

1. When do the Muslims celebrate the Eid-ul-Fitr?
2. When do the Muslims slaughter animals in the memeory of Sacrifices of Hazrat Ibrahim (علیہ السلام) and Hazrat Ismail (علیہ السلام).
3. Name any two festivals celebrated by non-Muslims.

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Ask the students to write down five sentences on i.e Eid-ul-Fitr and five sentences on Eid-ul-Azha.

LESSON

9

CHAPTER # 5: NATURAL ENVIRONMENT AND RESOURCES

LIVING AND NON – LIVING THINGS

STUDENT LEARNING OUTCOMES

- Recognize that the natural environment comprises of living and non – living things.

INFORMATION FOR TEACHERS

1. Our earth consists of living and non – living components.
2. Living components are known as biotic factors include animals, plants and micro-organisms.
3. The non-living components of the environment are known as abiotic factors include things water, soil, air, light, rocks etc.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker, charts, textbook of general knowledge grade II.

INTRODUCTION | 5 MINUTES

Ask the students

1. What are living things?
2. What are the needs of human beings to live?
3. Identify two non-living thing in classroom.
4. Take their responses and write them on writing board like, water, shelter, air, food etc.

Introduce the topic that today they will learn about living and non-living things.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide the class into two groups.
2. Ask both groups to observe their surrounding and make a list of given task.
3. Group A to make the list of living things.
4. Group B to make the list of non – living things.
5. Give them five minutes.
6. Place the charts in the front of class.
7. After allotted, time ask groups for presentation accordingly, and give feedback where required.

8. Tell students that living and non-living things make environment.
9. Appreciate and encourage students.

Activity 2: **10 Minutes**

1. Take a charts of different living & non-living things & write their name and mix them.
2. Place the charts on table in front of class.
3. Ask the students turn by turn, to separate living and non-living things and tell their names.
4. During activity facilitate and encourage the students.
5. Tell the student that living things can, grow, reproduce while non-living things cannot do so.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points:

1. Environment is made of living and non – living things.
2. Living things are plants, animals and micro-organism such as cat, human being, etc.
3. Living things can move Grow & reproduce.
4. Non-living things are air, soil, water, light etc.
5. Living things needs non-living things for their survival.

ASSESSMENT | 3 MINUTES

Ask the following questions:

1. Why plants, and animals are living things?
2. Why water, light and soil are non – living things?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Draw picture of one living and one non – living thing in their notebooks.
2. Write the name of five livings and non-living things in their notebooks.

LESSON

10

CHAPTER # 5: NATURAL ENVIRONMENT AND RESOURCES

NATURAL AND MAN MADE MATERIALS

STUDENT LEARNING OUTCOMES

- Differentiate between the natural and human made materials.
- Recognize that people manufacture different things from natural resources to serve human needs.

INFORMATION FOR TEACHERS

1. Natural material are found in nature and these are not made by man for examples sun, moon, stars, rocks, sky, mountains soil, water and many more.
2. Human made material are made by man, for examples chairs, tables, toys, houses, buildings, cars, aeroplanes, plastic and many more.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, chalk / marker, charts, two boxes, small and easy natural and man made material, textbook of general knowledge grade II.

INTRODUCTION | 5 MINUTES

1. Who made chair & tables?
2. Who made classroom?
3. Who made moon and stars?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Bring two small boxes with labels natural and man-made.
2. Teacher will collect few natural things and human made materials. Like: stone, soil, coal small plant, book, pencil, ball, chalk, cloth etc.
3. Ask the students to find out things and put them in their respective box.

Box 1
Natural things

Box 2
Man made things

Encourage the students.

Activity 2: 10 Minutes

1. Make four groups of students and provide each group chart and marker.

2. Ask group 1 and 4 to draw a natural material picture on charts and write their names.
3. Give group 2 and 3 a task of drawing a man made material on charts and write their names.
4. Group leader of each group display chart in the class and present in the group work.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the lesson by following points.

1. The things we get from nature are natural resources.
2. Natural resources are land, water, sun, plant etc. for example
   - We get light from sun.
   - Air helps us in breathing.
   - We use the water for drinking and irrigation.

ASSESSMENT | 3 MINUTES

Ask students following questions.

1. Who make tables / chair from wood?
2. Name few things which man made from soil?
3. Box is made of?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to share information about natural and human made material with siblings and complete Q2 of page 37 in home.
2. Ask students to write the names of two living things on their notebook.

LESSON

11

CHAPTER # 5: NATURAL ENVIRONMENT AND RESOURCES

NATURAL RESOURCES AND THEIR IMPORTANCE

STUDENT LEARNING OUTCOMES

- Recognize that natural resources are essential for the survival of human being (land, water, air, sun) etc.
- Recognize the importance of natural resources.

INFORMATION FOR TEACHERS

1. Natural resources are made naturally for the benefit of mankind.
2. Natural resources are land, water, sun, oil, coal, natural gas, stones etc.
3. Natural resources play very important role in the progress of a country.
4. Natural resources are the gift of nature.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker/chalk, charts / pictures, textbook of general knowledge grade II.

INTRODUCTION | 5 MINUTES

1. Can we live without air and water?
2. Name any few natural resources?
3. Which is the greatest source of light?
4. From where plant get food?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Make suitable groups of students.
2. Paste picture / chart of natural resource on writing board.
3. Ask students to list the names of things necessary for life in their notebook.
4. Group leader will represent his work in class.

Activity 2: 10 Minutes

1. Display a chart of different natural and man made things on the writing board.
2. Divide the class into two groups.
3. Group A will collect Natural resources & write their names on chart.

4. Group B will collect Man made resources and write their names on chart.
5. Group leader of each group will display charts in front of class and present the Group work.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the lesson with the following points.

1. The things we get naturally are called natural resources. (Air, Water, Soil etc.).
2. Natural resources fulfill the needs of human beings.

ASSESSMENT | 3 MINUTES

Ask the students following questions.

1. Name few natural resources?
2. What is the biggest source of light?
3. What are the advantages of air?
4. Why water is important for life?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Draw any natural resource on your notebook.
2. Write the names of three natural resources on notebook.

LESSON

12

CHAPTER # 6: NATURAL ENVIRONMENT AND RESOURCES

NATURAL SOURCES OF WATER

STUDENT LEARNING OUTCOMES

- Identify the natural sources of water around themselves.
- Recognize the importance of water resources.
- Narrate how water gets from a natural source to the taps in their homes.

INFORMATION FOR TEACHERS

1. Water is essential for life on our Earth. All living things need water to survive.
2. People need water every day to keep their bodies healthy and clean, and to do many other things
3. There are three main sources of water. Ground water, (at well, springs, river etc.)surface water and rainwater
4. Water source can be used at the origin of the water (at well, springs, rivers etc.) and also the place where people get their water (water tap, water tank etc.)

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalk/marker, textbook of general knowledge grade II, chart, picture of rain, snow and underground water.

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. What is most essential for living things besides Air and sunlight?
2. What you need to take bath?
3. What you need to wash your hands?
4. Where does the water came from in our houses?
5. Who visited water springs?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Make the three groups in a classroom.
2. Give the ready charts of sources of water to each group.
3. Ask each group to write the name of sources of water on charts.
4. After given time the group leader of each group display the chart in front of class and

present his work.

Activity 2: **10 Minutes**

1. Divide the class in pairs.
2. Ask the pairs to discuss the natural sources of water and where they get from.
3. Match the boxes.

Tap water	Rain
Spring water	Snow
Rivers water	Underground water

4. Ask the students to tell main sources of water.

CONCLUSION / SUM UP | 5 MINUTES

Ask the following questions:

1. There are three sources of water rain, snow and underground water.
2. Water in our homes comes through big pipes from tanks.
3. We must keep water sources safe and clean.
4. We must preserve our water resources.

ASSESSMENT | 3 MINUTES

1. Name any two sources of water?
2. How water came in our houses?
3. From where the water comes in rivers?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Write three main sources of water in notebooks.

LESSON

13

CHAPTER # 6: NATURAL ENVIRONMENT AND RESOURCES

LIVING THINGS NEED WATER TO STAY ALIVE

STUDENT LEARNING OUTCOMES

- Recognize that living things needs water to stay alive.
- Identify simple uses of water in everyday life.

INFORMATION FOR TEACHERS

1. Water is very important element on earth for all living things.
2. We need water in our daily life for various purposes.
3. Water is used for drinking, washing clothes, cooking food and for irrigation.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker, chalk/marker, textbook of general knowledge grade II, two small plastic pots, bunch of plants (preferably lily or mint, water).

INTRODUCTION | 5 MINUTES

Ask the following questions from the students:

1. What the living things need to survive?
2. What your mother need to wash clothes?
3. What is necessary to irrigate the crops?
4. When you feel thirst, what you need?
5. From which sources you get water?

Introduce children to the idea that we use water every day and that we need it to live.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide class into two groups A and B.
2. Provide Group A bunches of plant in a pot having water and group B provide bunche of plants in a pot without water.
3. Ask groups to place their pot in a window carefully.
4. Ask groups at the end of the day..
5. We will observe the changes in both pots.

Activity 2: **10 Minutes**

6. Paste the picture of "desert" having no water and barren land.
7. Paste another picture with green field and plenty of plants / flowers.
8. Ask the students to observe picture and discuss with each other.
9. The comparison of picture show the difference of water.

CONCLUSION / SUM UP | 5 MINUTES

Summarize the lesson with key points.

1. Water is the most important substance on Earth.
2. All living things need water to survive.
3. We use water for drinking, cooking foods, washing clothes, gardening, cleaning houses and irrigating crops.

ASSESSMENT | 3 MINUTES

1. What need living thing to live?
2. What plants need to grow?
3. What we need to irrigate crops?
4. Can living things live without water?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Write five common uses of water in notebooks.

LESSON
14

LIVING THINGS NEED WATER TO STAY ALIVE

STUDENT LEARNING OUTCOMES

- Recognize that clean water should be used for drinking and cooking purposes.
- Understand that boiling, filtering etc. are methods of purifying water.

INFORMATION FOR TEACHERS

1. We use clean water for drinking and other purposes.
2. Clean water is safe from germs and chemicals.
3. Water used for drinking is called potable water.
4. Water not suitable for drinking is called non-potable water.
5. Non-potable water converted to drinking water through water treatment.
6. Demonstration method is suitable for this lesson.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, chalk/marker, textbook of General Knowledge grade II, empty plastic transparent bottle, beaker, cloth fine sand, charcoal, small pebbles, cutter / scissor.

INTRODUCTION | 5 MINUTES

Ask the students

1. What are the uses of water?
2. Where do you get water from?
3. Do you drink rain water?
4. What are the other uses of water?
5. What are the main sources of drinking water?

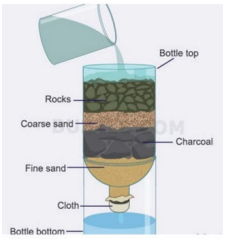
DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide the students in pairs.
2. Ask the students to discuss the sources, from where they get water?
3. Match the columns A and B.
4. Ask some students to tell the class, which one is the example of potable water.

A	B
Rain Water	Drinking
Ponds	irrigation
Streams	Animals Drinking
Dam	Multi purposes

Activity 2: **10 Minutes**



1. Cut off the bottom of bottle with cutter in front of class or provide already prepared bottle.
2. Cover the mouth of bottle with cloth and turn it upside down.
3. Fill most part of the bottle with fine sand, charcoal, course sand and stones in layers.
4. Put a beaker under the mouth of bottle like picture.
5. Now put muddy water in the bottle to pass through the different layers.
6. Tell the students how water is filtered through this process.
7. Also tell them that there are different ways of water treatment/filtration.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the experiment / topic with following points.

1. Clean water is suitable for drinking and cooking purposes
2. Water is purified through boiling and filtration.

ASSESSMENT | 3 MINUTES

1. For assessment ask following questions.
2. Explain any two methods of water cleaning filtration.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Share the experiment of water purifying (filtration process) with your parents and siblings.

LESSON

15

CHAPTER # 6: NATURAL ENVIRONMENT AND RESOURCES

SHORTAGE OF WATER

STUDENT LEARNING OUTCOMES

- Recognize that some areas of Pakistan experience shortage of water.

INFORMATION FOR TEACHERS

1. Some areas of Pakistan are facing shortage of water.
2. Minimum rain in desert is the cause of shortage of water there.
3. Like: Tharparker, Badin, Dadu, chagi, kharan, Katpana, cholistan.
4. Water is very essential source for living thing.
5. We use water for multi purpose i.e. drinking, bathing, washing and irrigation etc.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Writing board, marker, duster, charts Textbook General Knowledge Grade II.

INTRODUCTION | 5 MINUTES

Ask students following questions.

1. What is the basic need of living things (Water, air, food).
2. Are you facing shortage of water in your area?
3. Explain two problems you have facing due to shortage of water.
4. What is called the area which have shortage of water?
5. What is the main cause for shortage of rain and snow?

DEVELOPMENT | 20 MINUTES

Activity 1:

1. Display two charts on the writing board.
   - Chart 1: Showing the desert / Barren Land, no trees etc.
   - Chart 2: Showing the fertile soil, forest, crops etc.
2. Ask the students to note the main differences and write the names of those areas of Pakistan having scarcity of water.
3. Also write the main reason of these differences.

CONCLUSION / SUM UP | 5 MINUTES

1. Water is very important source for survival of living things.
2. The areas having sufficient water resources are productive having forests and people are self-sufficient in food items and livestock.
3. The area facing shortage of water are Barren having no forests.
4. It is very important to avoid the wastage of water in homes, schools, masjids etc.

ASSESSMENT | 3 MINUTES

Ask the students for assessment.

1. Name any two areas where there is shortage of water?
2. How can we save the existing water?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Find out the areas where there is shortage of water with the help of your parents.

Area	Reason.

LESSON
16

MAJOR PARTS OF A PLANT AND THEIR FUNCTIONS

STUDENT LEARNING OUTCOMES

- Identify major parts of a plant (root, stem, leaf and flower).
- List the functions of root, stem, leaf and flower.

INFORMATION FOR TEACHERS

1. Plants are living things because they can respire, reproduce and grow.
2. Plants produce oxygen in the atmosphere which is essential for human beings.
3. There are different types of plants.
4. Each plant has four major parts i.e. root, stem, leaf and flower.
5. Each part of plant has its own particular function.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, flash cards, textbook of general knowledge grade II, charts of various plants, original plants along with roots, colours.

INTRODUCTION | 5 MINUTES

Ask the following questions:

1. Plants are living or non-living things?
2. Have you seen any plant at your home or school?
3. Name the plants you have seen at school?
4. Name any two fruit plants?
5. From where we get fruit and vegetable. (plants)
6. How many parts of plant are there?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Display a chart of the plant in the class.
2. Arrange flash cards and write roots, stem, leave, and flower on the cards and distribute the cards among students.
3. Point towards a particular part of the plant at the chart and ask the student to show the card.

4. Ask the students to explain the function of that particular part of the plant.
5. Teacher will facilitate and guide each group.

Activity 2: **10 Minutes**

1. Ask the students to draw labelled diagram of plant on their notebooks and colour each part.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. Plants are very important in our lives.
2. Plants keep the environment clean and neat.
3. We get fruit and vegetables from various plants.
4. Plant provide shade to protect us from sunlight.
5. Plants have four major parts i.e. root, stem, leaf and flower.
6. Each part of plant has its own particular functions.
7. Plants are huge source of oxygen for us.

ASSESSMENT | 3 MINUTES

1. Name any two plants from which we get fruit?
2. Name any two plants from which we get vegetables?
3. How many parts of a plant are there?
4. What is the function of root, stem, leaf and flower?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Match given column as home assignment in your notebook.

Root	Make the food
Stem	Add beauty
Leaf	Absorb water
Flower	Give support

LESSON
17

DIFFERENT SHAPES OF LEAVES

STUDENT LEARNING OUTCOMES

- Identify different shapes of leaves found around them.

INFORMATION FOR TEACHERS

1. Plants have four major parts i.e. root, stem, leaf and flower.
2. Each part has its particular functions.
3. Leaves prepare food for the plant by using water and carbon dioxide in the presence of sunlight.
4. Different plants have different shapes of leaves.
5. Different shapes of leaves are wide, oval, small and oblong.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, pencil, rubber, textbook of general knowledge grade II, charts of different leaves, leaves of original plants.

INTRODUCTION | 5 MINUTES

1. Name some plants you have seen in the school?
2. Whether all plants are similar in size and shapes or different?
3. What are the major parts of plant.
4. Shapes of leaves in all plants are same or different?
5. What is the function of leaf?
6. Introduce the topic.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide the class into various groups and ask them to collect the different leaves of plants in the school.
2. Draw the shapes of collected leaves on charts, colour them and write the name with the help of teacher.

Activity 2: 5 Minutes

1. Match the columns

A	B
Wide	
Oval	
Small	
Oblong	

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic by explaining different key points.

1. Plants are very important in our lives.
2. Plants are different in sizes and shapes.
3. Various plants have different shapes of leaves.
4. Some leaves are wide while others have oval shape.
5. Some leaves are small in shape while other are oblong.

ASSESSMENT | 5 MINUTES

1. Name any two plants that you seen in your school.
2. What are the major parts of a plant?
3. What is the function of leaf?
4. Name any two different shapes of leaf.
5. Which type of shape of leaf you like?

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Draw the different shapes of leaves in your notebooks.

LESSON

18

CHAPTER # 7: PLANTS

ROOTS

STUDENT LEARNING OUTCOMES

- Identify roots that are eaten by people.

INFORMATION FOR TEACHERS

1. Plant has four major parts i.e. root, stem, leaf and flower.
2. Usually roots are under the ground.
3. Roots absorb water which is essential for the growth of plants.
4. We use some roots as food i.e. carrot, Radish, Turnip etc.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, chart, pencil colours, vegetables, textbook of General Knowledge grade II.

INTRODUCTION | 5 MINUTES

1. Ask the following questions from the students.
   - How many parts of a plant are there?
   - What is the name of the part of plant under the ground?
   - Where is carrot and radish grown?
   - Name any two plants whose roots are eaten as food.
   - Which part of the plant absorbs water from ground?
2. Introduce the topic.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Provide the models of carrot, radish, turnip and beet root.
2. Ask the students to tell where these plant grow?
3. Can you see these roots on soil?
4. Divide the class into suitable group and ask them to draw the pictures of these roots on charts and colour them.

Activity 2:	**10 Minutes**

1. Arrange available vegetables of season and put these on table i.e peas, beans, corn, onion, potato, carrot, radish, turnip etc.
2. Ask the different student turn by turn to pick the vegetable, we eat as root.
3. Teacher will guide and facilitate the students.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. Each plant has four major parts i.e. root, stem, leaf and flower.
2. Each part of plant has its particular function.
3. Roots absorb water and mineral from ground which is essential for plants growth.
4. We use some roots as vegetables i.e. carrot, radish, beetroot etc.

ASSESSMENT | 3 MINUTES

Ask the following question randomly

1. Which part of plant absorbs water from ground?
2. Name any two roots which are eaten by us?
3. Which root would you like to eat as vegetable?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Draw pictures of any four roots eaten by us on notebooks and write their names.

LESSON

19

FLOWERING AND NON-FLOWERING PLANTS

STUDENT LEARNING OUTCOMES

- Name a few plants around them which have flowers and which do not have flowers.

INFORMATION FOR TEACHERS

1. Some plants are called flowering because they have flowers.
2. Few plants are called non-flowering because they do not have flowers.
3. Flower is an important part of plant.
4. Flowering plants have seeds while non-flowering plants have no seeds.
5. Flower is reproductive part of plant.
6. Flower adds beauty to the plant.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, colour pencils textbook of General Knowledge grade II, charts of various flowering and non-flowering plants.

INTRODUCTION | 5 MINUTES

1. Ask the following questions.
   - Have you seen any flowering plant at school?
   - Have you seen any non-flowering plant at home?
   - Which part of the plant you like most?
   - Which part of the plant adds to its beauty?
2. Introduce the topic.

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

1. Divide the class into two groups.
2. Ask the Group A to observe the flowering plants in your school and write their names on chart under the guidance of teacher.
3. Group B may be asked to observe non-flowering plants in the school and write their names on chart with the help of teacher.
4. Group leader of each group represent the group work in front of class.

5. Teacher will facilitate and guide the students. Now both the groups exchange their respective charts with each other.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. Each plant has four major parts.
2. Some plants have flowers and these are called flowering plants.
3. Some plants do not have flowers and these are called non-flowering plants.
4. Flowering plants have seeds and fruits.

ASSESSMENT | 3 MINUTES

Ask the following questions randomly from students.

1. Name any two flowering plants.
2. Name any two non-flowering plants.
3. Show different Plants to students and ask them whether it is flowering or non-flowering plant.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Write the names of any two flowering plants and non-flowering plants in your notebook and draw their pictures and colour them.

LESSON
20

PLANTS AND FRUITS

STUDENT LEARNING OUTCOMES

- Identify the fruits which have seeds in them.
- Recognize that some plants grow from seeds while others grow from stems or roots.

INFORMATION FOR TEACHERS

1. Some plants grown from seeds.
2. Some plants grown from stems or roots.
3. Maximum fruits have seeds (mango, Apple etc.)
4. Banana and pineapple have no seeds.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, flash cards, textbook of General Knowledge grade II, charts of fruits and plants.

INTRODUCTION | 5 MINUTES

1. Ask the following questions.
   - What is your favourite fruit?
   - Name any two fruits which have seeds?
   - Name any two plants which grown from seeds?
   - Name any two plants which are grown from stems or roots? (Banana, Alovera, Money plant, Rose, Sugar cane from stem carrot, radish, turnip, beetroot from roots)
2. Introduce the topic

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide the class into five groups.
2. Arrange available fruits and distribute one fruit to a group and ask the groups to cut the fruit and find the seeds in it.
3. Each group leader present his group work and show the seeds to the class fellows.

Activity 2: 10 Minutes

1. Arrange flash cards of various plants and divide the class into three groups.

2. Group 'A' may be asked to collect the plants grow from seeds.
3. Group 'B' may be asked to collect the plants grow from roots.
4. Group 'C' may be asked to collect the plants grow from stem.
5. Each group leader will present his group work in the class.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. Some plants grow from seeds. (Mango, Apple, Melon etc.)
2. Some plants grow from stems (Potato, sugar cane etc.)
3. Some plants grow from roots (Mint, Ginger etc.)
4. Most of the fruit have seeds (Melon, Mango etc.)
5. Few fruits have no seeds (Banana)

ASSESSMENT | 3 MINUTES

Ask the following questions randomly.

1. Name any two fruits having seed?
2. Tell the name of fruits having no seed?
3. Name any two plants grow by seed?
4. Name any two plants grow by stem?
5. Name any two plants grow by roots?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Collect the pictures of different fruits having seeds in them and paste them on your notebook pages.
2. Draw your favourite fruit on notebook page.

LESSON

21

CHAPTER # 7: PLANTS

THE GROWTH OF PLANT

STUDENT LEARNING OUTCOMES

- Identify that soil, light, air and water are needed to grow a plant.

INFORMATION FOR TEACHERS

1. All living things need water, air and food to survive.
2. Plants also need light, water, soil, air and food for their growth.
3. If plant is kept in room where it does not get light. Its growth will stop and make it fade in a few days.
4. Plants cannot prepare their own food without sunlight.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, textbook of General Knowledge grade II, two plants.

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. What do you need to live? (Air, water, food)
2. What are the necessary resources for plants growth? (Water, sunlight etc.)
3. Can the green plants prepare their own food without sunlight? (No)
4. Can a plant grow without water or sunlight? (No)

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

1. Provide few plants to the class.
2. Ask the students if we keep one plant in the courtyard and watered it regularly. What will be happened?
3. If we Keep the other plant in the darkroom and do not water it what will be happened?

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. All living things need water, air and food to survive.

2. Plants are also living things and need light, air, water and food for their growth.
3. Green plants prepare their own food in the sun light.
4. Air is required for respiration of plants.

ASSESSMENT | 3 MINUTES

Ask the following questions randomly.

1. Are the Plants living or non-living?
2. What are the essential for plants growth?
3. Which type of plants can prepare their own food?
4. Can the plants grow without sunlight and water?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to a draw picture of a plant and write down the essentials for its growth on notebook.

LESSON

22

CHAPTER # 7: PLANTS

THE ROLE OF PLANTS IN CLIMATIC CHANGE

STUDENT LEARNING OUTCOMES

- Highlight the importance of plants for climate change.

INFORMATION FOR TEACHERS

1. In recent years, we are observing severe climatic change due to unnecessary cutting of trees.
2. Plants play important role in climate change.
3. Plants make environment neat and clean for us.
4. Plants absorb carbon dioxide from atmosphere and make it pleasant?
5. Green Plants provide oxygen to environment during photosynthesis?
6. Plants keep the weather pleasant and increase the beauty of earth.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, textbook of General Knowledge grade II, charts of various plants.

INTRODUCTION | 5 MINUTES

Ask the following questions from students.

1. What are the benefits of plants?
2. Why we need to grow more plants?
3. What is essential for clean and neat environment?
4. How can we minimize the temperature of earth?

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

1. Divide the class in to two groups having picture.
2. Provide / arrange a chart of hilly area which shows the forest and huge number of trees like Swat, Naran and ask group "A" to explain the climate of this area. Ask them to discuss the causes of climate.
3. Provide / arrange a chart having picture of desert area with shining sun like desert of Sind, Punjab and ask the group B to explain the climate of that areas. Ask them to discuss the causes of hot weather and change of climate.

4. Ask the both groups to express their views about the areas which have plants and forest and the area have no trees and forest.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. Plants are many beneficial for us.
2. Plants keep the environment neat and clean.
3. Plants minimize the earth temperature.
4. Plants keep the weather pleasant and increase the rainfall.
5. Plants keep the soil safe from floods.

ASSESSMENT | 3 MINUTES

Ask the following questions from the students randomly.

1. What are the two benefits of plants?
2. How the earth temperature can be decreased?
3. How the environment can be kept neat and clean?
4. If we cut more trees what will be happened on earth?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to plant one tree at your home and care it regularly.

LESSON
23

LAND AND WATER ANIMALS

STUDENT LEARNING OUTCOMES

- List the animals they see in their surroundings (land and water).
- Recognize the animals that live on land are different in features from those that live in water.

INFORMATION FOR TEACHERS

1. Animals that live entirely on land are called terrestrial or land animals such as cats, cows, lion, ants, hen, spider, horse etc.
2. Animals (whether vertebrate or invertebrate) which live entirely in the water are called aquatic / marine animals such as fish, octopuses, sea horse, star fish etc.
3. Aquatic animals may breath air or oxygen that is dissolved in water through specialized organs called gills or directly through skin.
4. Terrestrial animals have legs which help them to run fast.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, prepared chart of animal pictures (land, water) marking tape basket.

INTRODUCTION | 5 MINUTES

Ask the students.

1. Do all animals on the land have the same structure?
2. Do all animals live on land?
3. Name some animals live in water?
4. Appreciate and encourage students for their response.

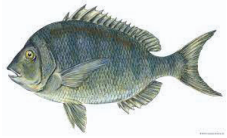
DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

Teacher will:

1. Divide the students into pairs.
2. Paste prepared chart of some land and water animals on writing board.
3. Ask students to look closely at the chart and match the boxes given
4. Give them five minutes and supervise and facilitate pairs.
5. After allotted time ask some volunteer pairs about the status of pasted pictures on chart

and write in relevant column of land or water animals.

Terrestrial animals	Pictures	Aquatic animals
		

CONCLUSION / SUM UP | 10 MINUTES

Conclude the lesson by sharing following points.

1. Some animals live in water and some animals live on land.
2. Water animals like fish have special gills for respiration.
3. Land animals receive their food from land.
4. Some animals have strong muscles for crawling like snake, some have wings for flying like bird.

ASSESSMENT | 5 MINUTES

Ask the students the following questions.

1. Name some land / water animals.
2. Which special feature help animals in flying.
3. Which feature help camel in desert?

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Draw a picture of land and water animals in your notebook.

LESSON
24

ANIMALS AND THEIR YOUNG ONES

STUDENT LEARNING OUTCOMES

- Recognize that all animals have young ones that grow into adults.
- Recognize different animals and their young ones. For example: horse and foal, cat and kitten, dog and puppy hen and chick, frog and tadpoles, butterflies and caterpillars etc.

INFORMATION FOR TEACHERS

1. All animals reproduce themselves, babies of animal resembles with parents at the time of birth except few such as frog and butter fly etc.
2. Some animals hatch from eggs and some produce off spring.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, cry ones prepared flash cards of animals and their babies name and picture.

INTRODUCTION | 5 MINUTES

Ask the students.

1. Do you have pet animals at your home?
2. Have you cow at your home?
3. Have you hen at you home?
4. Have you ever seen the calf?
5. Appreciate students for their responses and introduce the topic.

DEVELOPMENT | 20 MINUTES

Activity 1:

1. Divide the students in two groups red and blue.
2. Distribute the cards of parent animals to group red.
3. Give the cards of baby animals to group blue.
4. Make two columns on writing board with the headings parent animals and baby animals.
5. Ask each group to paste their cards in the respective column.
6. Ask a student from each group to read the names of the animals and their babies.
7. The whole class loudly repeat the name of parent animal and baby animal.

8. Repeat this activity in pairs.
9. Encourage and guide students.

CONCLUSION / SUM UP | 5 MINUTES

1. Teacher will conclude the activity by repeating the name of parent animals and baby animals.
2. Tell them that animals like humans also have babies.

ASSESSMENT | 3 MINUTES

Ask the following questions.

1. Names of babies of following animals.
2. Horse, cat, dog, hen, frog, cow.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask students to solve the exercise at page # 59 at home.

LESSON

25

SOME YOUNG ANIMALS DO NOT LOOK LIKE THEIR PARENTS

STUDENT LEARNING OUTCOMES

- Identify that some baby animals do not look like their parents.

INFORMATION FOR TEACHERS

1. At the time of birth, babies of some animals are different from their parents, with the passage of time they resemble with parents such as frog, butterfly etc.
2. Majority of the young one's of animals are same like to their parents such as cow, cat, hen etc.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, worksheet picture water etc.

INTRODUCTION | 5 MINUTES

The teacher will ask the following questions:

1. List the things you have seen in Zoo / Park?
2. Are all animals resemble with each other?
3. After taking responses teacher will introduce the topic.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide the class in two groups. Ask them to read the relevant of the textbook and discuss in groups.
2. Group 'A' provide prepared chart of the babies of some animals which are like in shape at the time of birth.
3. Group 'B' provide prepared charts of the babies of some animals which are different in shapes at the time of birth.
4. Ask group 'A' to make a list of animals having babies of the same shape.
5. Ask group 'B' to make a list of the animals having babies in different shape at the time of birth.
6. After allotted time ask groups for presentation, provide feedback and appreciate them.

Activity 2: (Pair work) 10 Minutes

1. Ask pairs to open the textbook of grade 2 General Knowledge at page # 51 and observe

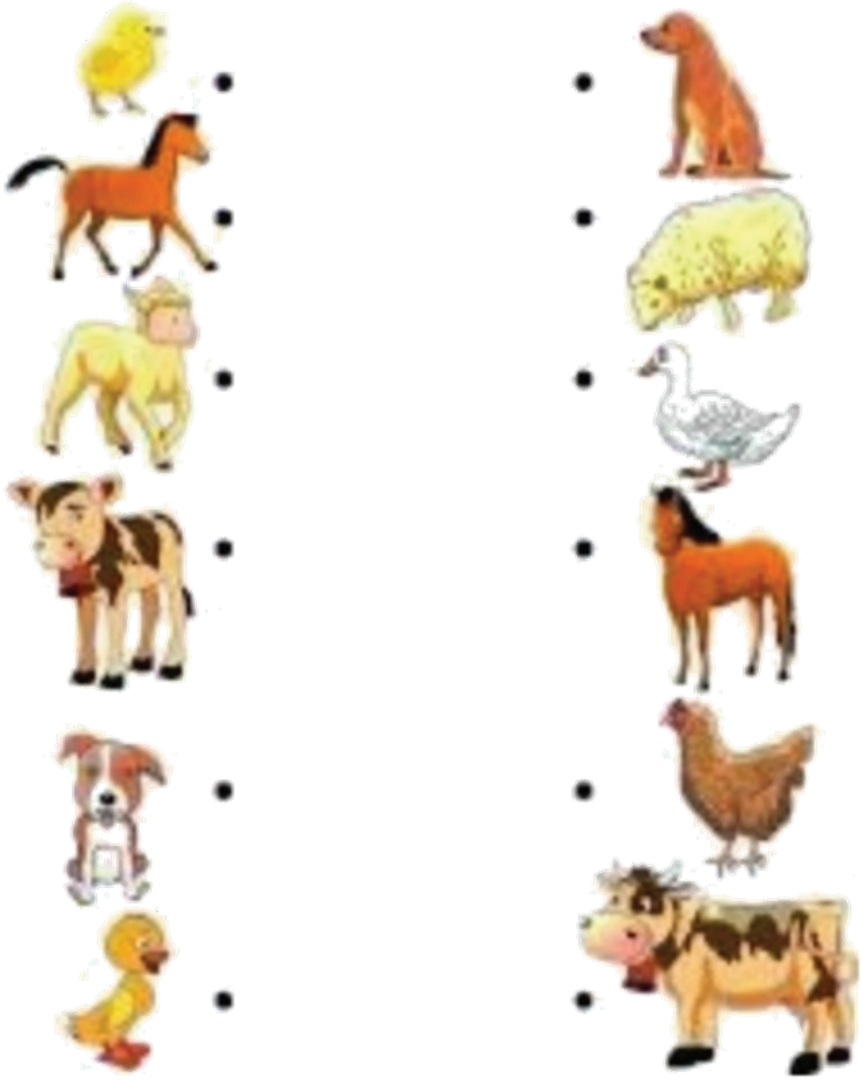
the pictures for 5 minutes.

CONCLUSION / SUM UP | 5 MINUTES

1. Conclude the activity by telling them the following main points.
2. The babies of some animals are like them at the time of birth. e.g kittens of cat, chicks of hen etc.
3. The babies of some animals are different in shape at the time of birth e.g. tadpoles of frog and caterpillar of butterfly etc.
4. With the passage of time when these animals become adults they look like their parents.

ASSESSMENT | 3 MINUTES

1. Paste prepared chart on writing board for assessment with the heading match the columns.



HOMEWORK / FOLLOW UP | 2 MINUTES

1. Draw your favourite animal in your notebook.

LESSON 26

ANIMALS LOOK AFTER THEIR YOUNG ONES

STUDENT LEARNING OUTCOMES

- List the animals that feed their young ones and look after them.
- Name different places where animals live (nest, den, burrow etc.)

INFORMATION FOR TEACHERS

1. Animals take care of their babies like human and they also build homes for this purpose.
2. Animals protect their young ones from heat and cold, feed them and protect them from harsh weather.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, worksheet picture water etc.

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. Which animal builds nest?
2. Have you seen any nest?
3. Do you have any pet in your home?
4. Where does your pet live?

Take the responses and introduce the topic.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Ask the students to read and discuss the relevant page of the textbook in pairs.
2. Paste already prepared chart or draw table on writing board like:

S.No	Animal	Home
1.		
2.		
3.		
4.		
5.		
6.		

3. Ask students to draw table in their notebooks and try to fill the table. After reading the textbook and discuss.
4. Supervise and guide students.
5. After completion of this activity, with the help of textbook summarize the topic.
6. Note: Before this activity, teacher should display documentary so that students get information for filling the chart.

Activity 2: **10 Minutes**

1. Divide the class into pairs.
2. Ask them to think in pairs how animals take care their young ones.
3. Give them 5 minutes and after allotted time take response a few pairs and summarize the activity.

CONCLUSION / SUM UP | 10 MINUTES

1. Conclude the activity by summarizing the main points.
2. Animals protect and feed their babies.
3. Eagle lives in mountains, rabbits live in burrows, camels live in desert, lion lives in den, dolphins live in water and sparrows live in nest.

ASSESSMENT | 5 MINUTES

1. For assessment ask the student fill in the blanks of exercise Question No 1.

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Match the picture of animals with their babies given at page # 59 of textbook.

LESSON

27

AGRICULTURE AND MAJOR CROPS IN PAKISTAN

STUDENT LEARNING OUTCOMES

- List the major crops in Pakistan.
- Recognize that people process the crops they grow for making products (cotton to thread to cloth to garments).

INFORMATION FOR TEACHERS

1. Pakistan is an agriculture country most of the people live in villages and their profession is forming.
2. Pakistan's major crops are wheat, rice, cotton, sugar cane, tobacco and maize.
3. We get products from crops like flour is made of wheat, breed is made of flour. Cloth is made from thread, thread is made from cotton, sugar and Gur (Jaggery) is made from the juice of sugar cane and cooking oil is made from sun flower.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

Writing board, charts, textbook of General Knowledge Grade II, different item made from crops.

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. What did you eat today in breakfast?
2. From which crop bread is made of?
3. Name any three major crops of your area?
4. From which crop your clothes and uniform are made of?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Bring different products in classroom made of various crops, like biscuit corn flex, some pieces of cloth, threads, pieces of bread, rice cake. Towel, Gur, sweats and chocolate.
2. Divide the class into three groups. A, B and C.
3. Distribute the items made of wheat to group A, and the items made from cotton to group B and the items made from sugar cane to group C.
4. Now ask the group "A" to write down on flash cards the names of items made from wheat crop.

5. Ask group "B" to write down on flash cards the names of items made from cotton.
6. Ask group "C" to write down on flash cards the names of items made from sugar can.

Activity 2: **10 Minutes**

1. Distribute the class into five groups A, B, C, D and E.
2. Paste a chart of wheat on writing board.
3. Ask the group A to write down the names of products made from wheat.
4. Paste a chart of Maize on writing board.
5. Ask group B to write the names of products made from maize.
6. Paste the chart of sugar cane on writing board.
7. Ask the group C to write down the names of products made from sugar cane.
8. Paste a chart of tobacco on writing board and ask the group D to write down the names of products made from tobacco.
9. Paste a chart of cotton on writing board and ask the group E to write down the names of products made from cotton.

CONCLUSION / SUM UP | 5 MINUTES

1. There are many crops grown in Pakistan. The major crops are wheat, rice, maize tobacco, sugar cane and cotton.
2. This is why Pakistan is called an agricultural country?
3. Various things we use in our daily life are made from these crops. e.g. flour is made of wheat, bread is made of flour. Cotton is made from the cotton crop. Thread is made from cotton, cloth and garments made from thread.
4. Juice is taken from sugar cane. Gur and sugar is made from Juice of sugar cane.

ASSESSMENT | 3 MINUTES

Ask the students the following questions.

1. Name any three major crops in Pakistan.
2. From which crop the bread is made of?
3. From which crop sweets and chocolates made of?
4. Is your father profession farming?
5. What are the benefits of farming?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to write down in their notebooks three major crops of Pakistan.
2. Bring the pieces of crops found in your home tomorrow.

LESSON
28

IMPORTANCE OF LIVESTOCK

STUDENT LEARNING OUTCOMES

- Recognize the importance of livestock.

INFORMATION FOR TEACHERS

1. Animals are very essential and useful for human beings.
2. Human beings get so many benefits from livestock.
3. Buffalo, cow, goat and sheep gives milk (curd, butter, cheese and ghee is made from milk). We also get meat from livestock.
4. The skin of livestock is also used in making leather products. (Shoes, Jackets, football etc.)
5. Some animals are used for carriage and transportation like camel, horse, donkey etc.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, textbook of General Knowledge grade II, charts, pictures.

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. What do we get from hen?
2. From which animals we do get milk?
3. Do you like to eat meat?
4. From which animals we do get meat to eat?

DEVELOPMENT | 20 MINUTES

Activity 1: 20 Minutes

1. Hang a chart of livestock's picture on the wall.
2. Call the students one by one to explain the usefulness and importance of these animals like buffalow, cow, goat, camel, horse, hen etc.

CONCLUSION / SUM UP | 5 MINUTES

1. We get many benefits from livestock. We eat their meat, use their milk, their skin is used for leather products in leather industry and we use some of them for carriage and

transportation.

ASSESSMENT | 3 MINUTES

1. Name any three items we get from livestock.
2. Which milk product do you like to use?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Write down the names of three animals in your notebook from which we get milk and meat.
2. Write down the names of three animals in you notebook which we use for carriage and transportation.

LESSON

29

WASTAGE OF WATER

STUDENT LEARNING OUTCOMES

- Identify the ways in which human beings waste water.
- Identify problems caused by wastage of water.
- Suggest ways to save water.

INFORMATION FOR TEACHERS

1. Water resources are very important for our life. No living thing can survive without water.
2. We should try our best to save water.
3. Our daily life will badly affect due to shortage of water.
4. By shortage of water plants will be fade, the crops will destroy, shortage of drinking water will occur and diseases will be increased and routine work will stop.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

Writing board, charts, textbook of General Knowledge Grade II.

INTRODUCTION | 10 MINUTES

Ask the following questions from students.

1. What do we do when we feel Thirsty?
2. Can any living thing survive without water?
3. Is it essential to save water and prevent the wastage of water, for our lives?
4. Do you waste water in your home?
5. How can you preserve water?

DEVELOPMENT | 40 MINUTES

Activity 1: 20 Minutes

1. Ask the students to open their books at relevant page and look at the pictures, which are showing the ways in which human beings wasting water.
2. For this activity give them five minutes.
3. Supervise and guide them
4. Ask the students how many ways have you noticed in the pictures of wastage of water.
5. How can you preserve the water by avoiding these ways?

6. Ask the students to express their views about the wastage of water.

Activity 2: **20 Minutes**

1. Draw two columns on writing board.

	Problems created by wasting water		Methods of control the wasting of water
1		1	
2		2	
3		3	
4		4	
5		5	

2. Ask the students to look at the pictures at the relevant page of your textbook and explain the problems by wasting water and methods of control the wastage of water
3. Write down the answers of the students at the relevant box.

CONCLUSION / SUM UP | 10 MINUTES

1. Water is our basic need. It is the biggest gift of Allah (سبحانہ وتعالیٰ).
2. It is our responsibility to use it carefully for necessary needs only.
3. We should avoid to waste a drop of water and prevent and preserve this natural resource.
4. We should not leave the tap open in our home, school, in masjid and street.
5. We should switch off the motor after filling the water tank.
6. We should avoid unnecessary use of water and repair the pipe lines inside and outside the house.

ASSESSMENT | 5 MINUTES

Ask the students the following questions.

1. Can any living thing survive without water?
2. How many problems we will have to face due to wastage of water?
3. What are the methods of conservation of water?

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Ask the students to write down in their notebooks the ways in which the human beings waste the water.
2. Ask the students to write down in their notebooks the methods of control the wasting of water.

LESSON

30

FOREST AND DEFORESTATION

STUDENT LEARNING OUTCOMES

- Recognize the importance of forests for human beings.
- Identify the ways in which the land is destroyed due to human activity (deforestation)
- Suggest ways to reduce deforestation.

INFORMATION FOR TEACHERS

1. Forests are very important for human beings.
2. Forests control soil erosion. It keeps the weather pleasant.
3. Forests are living places for birds and wild animals.
4. Its wood the biggest source of fuel, home furniture, doors and other accessories.
5. Deforestation causes floods which destroy the land and crops.
6. We should take part in plantation in our homes. Schools and surrounding areas.
7. We should avoid to cut the trees and keep the forests safe from fire.
8. We should use other sources of fuel to save the forest like coal, gas etc.
9. We should understand that our slogan for saving forest is (SOS) save our soul.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

Writing board, charts, textbook of General Knowledge grade II.

INTRODUCTION | 10 MINUTES

Ask the following questions.

1. How many plants are there in your school?
2. How many trees have you planted in your home?
3. When do you celebrate annual plantation day in your school?
4. Is there any forest in your surrounding area?
5. What is the name of that forest?
6. What kind of trees are there in the forest?

DEVELOPMENT | 40 MINUTES

Activity 1: **20 Minutes**

1. Divide the class into two equal groups.
2. Motivate and prepare them for plantation inside and outside the school. Provide some plants for this activity.
3. Group A will take part in plantation inside the school.
4. Group B will take part in plantation outside the school.
5. Supervise and guide the both groups.

Activity 2: **20 Minutes**

1. Divide the class into three groups.
2. Distribute the prepared charts of deforestation among these groups.
3. Chart – I: Erosion of soil due to deforestation
4. Chart – II: Flooding due to deforestation.
5. Chart – III: Bad effects on environment due to deforestation.
6. Ask the groups to study the relevant pages of their textbook.
7. Discuss the harms of deforestation. Make a list of harms and also discuss how can we reduce deforestation.
8. Supervise, guide and help the students during the activity.

CONCLUSION / SUM UP | 10 MINUTES

1. Today we learnt about the importance of forests that is the forests are very important for our lives as well as for wild life.
2. Forests save our soil from erosion and flooding and make environment healthy.
3. We should take part in plantation and avoid to cut and fire the trees and plants.

ASSESSMENT | 5 MINUTES

Ask the students the following questions.

1. Where do the wild animals live?
2. What are the harms of deforestation?
3. Explain the SOS?

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Write down in your notebooks the advantages of forest and disadvantages of deforestation.

LESSON
31

SOURCE OF HEAT AND LIGHT

STUDENT LEARNING OUTCOMES

- Identify sources of heat and light in their homes, schools and surroundings.
- Group source of heat and light into natural and human made.

INFORMATION FOR TEACHERS

1. Sun is the biggest natural source of heat and light in the universe.
2. Earth will be completely dark and freezing cold without sun.
3. Living organisms use heat and light from sun.
4. Sun is not the only source of heat and light, we get heat and light also from other sources.
5. Natural sources of light are sun, moon, stars, fireflies, lighting etc.
6. Man-made sources of heat and light are electricity, gas heater torch, wood, coal, candle

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, textbook of General Knowledge grade II, charts, torch, candle, gas heater, match.

INTRODUCTION | 5 MINUTES

Ask the following questions:

1. Why we cannot see objects in night?
2. Why we see objects at day?
3. Why we sit in the sun during winter?
4. What your mother need to cook food at home? (Wood, gas heater.)
5. When you feel cold during winter then what do you do?
6. Name any two sources of light
7. Name any two sources of heat.

DEVELOPMENT | 20 MINUTES

Activity 1: **10 Minutes**

1. Close the doors and windows of classroom and switch off all the light. Then ask the students what are you feeling?

2. Now again open all the doors and windows and switch on lights. Ask the students what had happened and how do you feel in light and dark.

Activity 2: **10 Minutes**

1. Make the chart showing the list of natural and human made sources of heat and light.
2. (Sun, moon, bulb, candle, stars, heater, torch, coal, firewood, lantern etc.)
3. Display the chart on writing board.
4. Ask the students turn by turn to tell one natural source of heat and light and one man made source of heat and light.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. Sun is the biggest natural source of heat and light on the earth.
2. Green plants prepare their own food in the presence of sunlight.
3. Other natural sources of heat and light are Moon, Stars, Gas, and Coal.
4. Man made sources of heat and light are torch, candle, lantern, bulb, tube light, and heater.
5. We use heater to warm ourselves in winter.

ASSESSMENT | 3 MINUTES

Ask the students the following questions.

1. What are the main natural source of heat and light? (sun)
2. Name any two natural sources of heat and light. (Sun, Moon, Stars)
3. Name any two man made sources of heat and light (Torch, Heater).
4. What do we need to cook our food? (Fuel, Gas)

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Write the natural and man made sources of heat and light in Q. No. 2 of exercise at relevant page in your notebook.

LESSON
32

USES OF HEAT AND LIGHT

STUDENT LEARNING OUTCOMES

- Describe methods of producing heat (burning and rubbing etc.).
- List the uses of heat and light.

INFORMATION FOR TEACHERS

1. We get heat and light through different sources.
2. Burning of wood, usage of gas and coal produce heat and light.
3. Rubbing of hands produce heat.
4. We need sun heat to dry our clothes.
5. We need heater in winter and wood fire to cook food items.
6. We need light to see things in the dark.
7. We need light for driving at night.
8. Without the supervision of adults, do not practice the activity of burning of wood, gas and electricity.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, charts, textbook of General Knowledge grade II.

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. What we need to cook food at home?
2. How we warm water in winter?
3. What we feel after rubbing hands?
4. Name any two things which are used to see things in night?
5. What we need to drive at night?
6. Why we use bulbs and tube light in our rooms?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Make the pairs of students.
2. Ask them to read and discuss the relevant content in the book.

3. Ask the students to rub their hands for two minutes and ask what are you feeling.

Activity 2: **05 Minutes**

1. Display a chart of different objects i.e. Candle, Torch Stone, Gas, Iron, Bulb, Tube light, Glass water, Salt, Sugar, Wood.
2. Ask randomly from students which objects produce heat and light by burning (Candle, Gas, Wood).

Activity 3: **05 Minutes**

1. Warm the water in class then ask the students which thing is used to warm water?
2. Switch On/off the torch in front of students and ask for what purpose torch is used.

CONCLUSION / SUM UP | 10 MINUTES

Conclude the topic with key points.

1. Rubbing of hands produce heat.
2. Burning produce heat and light.
3. Light is used to see the things.
4. Heat is used to keep ourselves warm.
5. Heat is used to dry the clothes.
6. Light is used for reading
7. Heat is used to cook food items

ASSESSMENT | 3 MINUTES

Ask the students the following questions.

1. Name the two things to produce light? (Bulb, torch)
2. Name the two things to produce heat? (Coal, Gas)
3. How we dry our clothes?
4. For what purpose head light of car are used?
5. Green plants prepare food in the presence of light or heat?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Write in your notebook the three things that produce heat and light.

LESSON
33

INTENSITY OF LIGHT AND HEAT

STUDENT LEARNING OUTCOMES

- Recognize that the intensity of heat and light is felt more as they come nearer to the source.

INFORMATION FOR TEACHERS

1. Intensity of light depends upon distance.
2. Nearer the object to light, the intensity of light will be greater.
3. Similarly the intensity of heat also depends upon the distance.
4. The objects nearer to heat sources will receive maximums heat.
5. The objects seen clearly when the intensity of light is greater.
6. Heat intensity is greater in summer therefore, clothes dry in short time.
7. If the intensity of heat is greater, we can cook food easily in a short time.
8. Search light produce greater brightness due to greater intensity of light.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, charts, textbook of general knowledge grade II, small and big torch, small and big bulb, tube light.

INTRODUCTION | 5 MINUTES

Ask the following questions:

1. Why we cannot sit in open sky in summer?
2. Why we can sit in open sky in winter.
3. Which will produce greater brightness / light (bulb or tube light).
4. How we can get more heat. (nearer to heater / far away from heater)
5. Why clothes dry easily in summer?
6. Why we use table lamp during study?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Switch ON the bulb / tub light of classroom one by one and ask the students what they are feeling? (Brightness increases step by step due to increasing intensity of light).

Activity 2: **10 Minutes**

1. Switch ON the heater in the class and ask few students to sit at different distance in front of heater.
2. Ask the students who is feeling more heat and who is feeling less heat. (Students sitting nearer to heater will feel more heat due to more intensity of heat).

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. Intensity of light / heat depends upon the distance from the source.
2. Greater intensity of light will produce greater brightness.
3. Greater intensity of heat help us to cook food easily.
4. Due to low intensity of light, We feel difficulty in reading.
5. Clothes dry easily in summer due to more intensity of sun heat.
6. We feel difficulty in driving at night due to less intensity of light.

ASSESSMENT | 3 MINUTES

Ask the following questions:

1. Why we use torch at night?
2. Why we use heater in winter?
3. Why we use table lamp during reading?
4. How we warm water in winter?
5. Which one produce greater brightness? (bulb / tube light).

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Identify the things in your home which produce more heat and light and which produce less heat and light and write in your notebooks.

LESSON
34

HELP ONE ANOTHER IN DAILY LIFE

STUDENT LEARNING OUTCOMES

- Understand the importance of sharing things.
- List the things they share with others (toys, books, stationary items, lunch with friends etc.)

INFORMATION FOR TEACHERS

1. All human beings depend on each other in daily life to fulfill their needs.
2. Family members also depend on each other for their needs.
3. Friendship develops with sharing things.
4. We need services of each other in different fields of life.
5. Students should share toys, books, stationary items and even launch with one another.
6. Mutual sharing of things among the students develop sense of sympathy and co-operation.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, pencil, sharpener, books, toys, food items

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. How can you develop friendship with your class fellows?
2. Who is your best friend in the class?
3. What thing you can share with each in class?
4. Do you help each other in home assignment?
5. How many students shared launch with one another?
6. Do you exchange your notebooks with your class fellows to complete the class work?

DEVELOPMENT | 20 MINUTES

Activity 1: **10 Minutes**

1. Divide the students into suitable groups.
2. Ask each group to share lunch collectively today in recess break.

Activity 2:	**10 Minutes**

1. The students having extra pencils, sharpeners, Erasers share with the needy students in the class.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. Sharing of things have great importance in society.
2. Sharing of things develop sense of friendship.
3. Sharing of things create sympathy among human beings.
4. Sharing of things help the needy students.
5. Society members are interdependent in different fields of life.
6. Sharing of things show respect to elders, parents and friends.

ASSESSMENT | 3 MINUTES

Ask the following questions randomly.

1. How can you show sympathy to your friends?
2. Name any two things which you have shared with your class fellow?
3. Have you shared lunch with your class fellow?
4. Name any two students, of your class who shared pencils, sharpeners or erasers with needy students?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Share your lunch in groups tomorrow in break.

LESSON
35

HELPING EACH OTHERS AND INTERDEPENDENCE

STUDENT LEARNING OUTCOMES

- Identity from given pictures and stories the ways in which peoples help each other (at home, in classroom, in village / city, at the time of any need or disaster).
- Identify from their daily life the ways in which people are interdependent.

INFORMATION FOR TEACHERS

1. Society members are interdependent for the fulfillment of their needs.
2. Sympathy and co-operation are gained through mutual sharing of things and helping each other.
3. We help our parents at home in various activities.
4. Sharing of things have great positive effect on characters of students.
5. We cannot fulfill our needs without the co-operation of others.
6. We need the services of tailor, doctor, teacher, cobbler, mason, engine, plumber in daily life.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, charts, T.B of G.K grade II.

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. Who help his mother at home?
2. How your elder brother and sister help your parents at home?
3. How you help your best friend?
4. Who helps needy people in Mohallah?
5. In case of floods, earthquake how people help each other?
6. Who sew your clothes?
7. When you ill, who treat you?
8. which teacher guide you in school?
9. Who constructed your house?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Display the chart showing different pictures of professions.
2. Ask the students randomly to tell the profession of each picture.

Activity 2: 10 Minutes

1. Ask the students to read the relevant content of the textbook and observe the pictures.
2. Ask the students to explain how the people are helping each other.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic with key points.

1. All the people in the society are interdependent.
2. Doctor treats the patient but he depends on tailor, for cloths, plumber for sanitary work and electrician for electricity in his house or in hospital.
3. Family members also depend on each other.
4. Parents care their children in early age while children look after their parents in old age.
5. Students help each others in different activities.
6. People help each other in natural disaster.

ASSESSMENT | 3 MINUTES

Ask the following questions randomly.

1. When you become ill who treat you?
2. Which teacher guide you in school?
3. Who look after you at home?
4. Who repairs your shoes?
5. In case of natural disaster what the people do?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the students to match the column of Q. No. 1 in the exercise at relevant page of textbook.

LESSON

36

ROLE OF COMMON PROFESSION IN OUR LIFE

STUDENT LEARNING OUTCOMES

- Identify some professions from picture (teaching, farming, medicine etc.)
- Recognize the role of some common professions in their daily lives.
- State which profession they like the most and why?

INFORMATION FOR TEACHERS

1. Every man has to adopt a profession to earn for their livelihood. Every profession is the need of the society and useful for community.
2. There are some important and famous professions adopted by the common people e.g. farming, teaching medical services (Doctor, Nurses), trade, driving, tailoring, electrical and mechanical profession.
3. Make students realize that all the professions are respectable.

DURATION / NO OF PERIODS: 70 MINUTES / 2 PERIODS

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, flash cards.

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. What does your father do?
2. Who treat the patients in hospitals?
3. Which profession do you like?
4. What do you want to be and why?
5. Which is the favourite profession in your mind?
6. Are all the professions useful for society?
7. Can a single person fulfil all his needs by himself?

DEVELOPMENT | 50 MINUTES

Activity 1: **20 Minutes**

1. Match the column

S.no	Column No I	Column No II
1	Making the shoe	Teacher
2	Driving the car	Doctor
3	Electrification	Cobbler
4	Treatment of the patient	Electrician
5	Teaching	Driver

2. Guide the students during the activity.
3. Tell the students that all the professions are necessary for us.

Activity 2: 15 Minutes

1. Distribute flash cards in the students.
2. Ask them to write down your one favourite profession on the flash card.
3. Collect the flash cards from the students
4. Make columns on the writing board for every profession and write down the number of favourite profession in the respective column.
5. Indicate the most favourite profession written by students.
6. Tell the students all professions are important.
7. Life is incomplete without any one profession.
8. Every profession is respectable and help us in fulfilling our needs of life.
9. Every professional / skilled man serve the whole society.

Activity 3: 15 Minutes

1. Tell the students to open their textbook on pages 87 – 88, and solve the given questions.

CONCLUSION / SUM UP | 5 MINUTES

1. People adopt different professions to earn their livelihoods.
2. We can't stitch our clothes for ourselves.
3. We can't make or mend shoes for ourselves.
4. We can't build our homes, roads and buildings.
5. We can't treat patients.
6. Therefore, every profession has its own importance in community.
7. Every profession is necessary and useful for everyone.
8. We should respect and honour every professional personality.
9. Do not hate any skilled or professional person.

ASSESSMENT | 5 MINUTES

Ask the students the following questions randomly.

1. What is the way to earn livelihood?
2. Who treat the patients?
3. What do you want to be and why?
4. Do you like to adopt your father's profession?

HOMEWORK / FOLLOW UP | 5 MINUTES

1. Ask the students to write down on your notebook, some professions adopted in your family (father, mother, uncle, cousin) to earn their livelihood.

LESSON

37

CHAPTER # 14: RESPECTING OTHERS AND APPRECIATING THEIR DIVERSITY

EQUALITY OF HUMAN

STUDENT LEARNING OUTCOMES

- Recognize that all human beings are equal and important.
- Identify that all human beings are similar, but differ by family, culture, ethnicity, religion and should all be respected.
- Recognize the need to respect all people as they are born equal and with dignity.

INFORMATION FOR TEACHERS

1. Almighty Allah (سبحانہ و تعالیٰ) created all the creatures different from one another. But they are equal.
2. Some of them are white and others are black, some of them are poor or rich, man and woman. But all of them have equal rights.
3. Differences of culture, colour, area and religion show their identity.
4. Respect all the religions and their place of worship.
5. Almighty Allah is the only creator of this universe.
6. Explain to the students about the equality of human.
7. Adopt Inclusive and discussion approach.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, flash cards, charts, pointing stick, textbook.

INTRODUCTION | 5 MINUTES

Ask the following questions.

1. Who is the creator of human beings?
2. Whose place of worship is called Masjid?
3. Have you visited any church?
4. Whose place of worship is called Mandar?
5. Where do Sikhs go for worship?
6. Have all the human beings equal rights to live.
7. Is there any preference on the base of color, race or area?

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide the students into suitable groups according to their similarity in height, language, area and gender wise.
2. Draw four columns on writing board.
3. Ask the group 1 to explain the similarity of group 2.
4. Write down the similarity on the writing board.
5. Ask the group 3 to explain the similarity of group 4.
6. Note similarities explained by students in the columns.
7. Ask the groups to explain their differences and write down on the writing board in relevant column.
8. Tell the students that you have similarities among yourselves, and have minor differences. Therefore all the human beings are equal and have equal rights.

Activity 2: 10 Minutes

1. Ask the students to open their books at page # 92 and solve the given questions in exercise.
2. Monitor class and help students in problems.

CONCLUSION / SUM UP | 5 MINUTES

1. Allah (سبحانہ و تعالیٰ) created human equally and gave them equal rights.
2. No one superior to other on the base of color, creed and race.
3. Humans are similar by birth and differences among them also created by Allah (سبحانہ و تعالیٰ) for only identification.

ASSESSMENT | 3 MINUTES

Ask the students the following questions randomly.

1. Write the names of three friends given in your books.
2. Are the three friends belong to similar religion?
3. Who is the creator all of us?
4. Do we respect the places of worship?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Draw the picture on your notebook given at the page # 90.

LESSON

38

CHAPTER # 14: RESPECTING OTHERS AND APPRECIATING THEIR DIVERSITY

WAYS OF SHOWING RESPECT

STUDENT LEARNING OUTCOMES

- Identify ways in which they can show respect for all.
- Identify occasions when it is important to wait for one's turn. For example while speaking in the school, on the bus stop, at canteen and ticketing counters etc.
- Understand that it is necessary to show respect for other's needs, interests, opinions and feelings.

INFORMATION FOR TEACHERS

1. Respect is a character development trait so it is imparted through behavior.
2. Arrange role play to promote mutual respect.
3. Taking one's turn is etiquette so it needs to be developed.
4. Group discussion and role is a useful method for this lesson.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, Chalk/Marker, Duster, Charts, GK textbook grade 2.

INTRODUCTION | 5 MINUTES

Enter the class and provoke a topic students will start taking simultaneously.

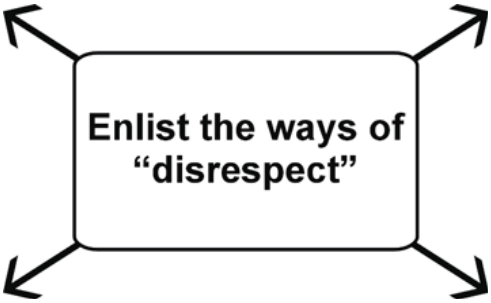
1. Ask the student that how did you feel when everyone was speaking simultaneously (expected answer bad).
2. Tell the student that it is bad manner.

DEVELOPMENT | 20 MINUTES

Activity 1: **10 Minutes**

1. Teacher will write word "how to show respect in group task"? on writing board like.

2. Ask students for sharing their points which show/define respect.
3. Encourage students and write their points.
4. Teacher will write in the box "Enlist the ways of disrespect".



5. Ask students for their points/ways which show disrespect for others.
6. Take their responses by giving chance to everyone.

Activity 2: **10 Minutes**

1. Make pairs of students.
2. Ask students/pairs to open their GK textbook grade 2, unit 14 "respecting and appreciating their diversity" and observe pictures and points which one is different from already explained mentioned on board.
3. Give groups five minutes for pair work.
4. Facilitate pairs during group work.
5. After allotted time invite pairs which have different points for sharing.

CONCLUSION / SUM UP | 5 MINUTES

1. We all are equal with respect to our rights and duties.
2. Respect the worship places of all religions.
3. Respecting and helping one another are good habits.
4. Take your turn.
5. Waiting for your turn, making queue is good habit.

ASSESSMENT | 3 MINUTES

Ask the following questions.

1. How do you respect others?
2. What will you do at ticket counter?
3. What role will you play at bus stop?
4. What should we do when we are at home?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Share the ways of respect with your family and siblings in home.
2. Write down some ways of respect after sharing with yours parents in notebook.

LESSON

39

AVOID HURTING OTHERS

STUDENT LEARNING OUTCOMES

- Recognize what they say and do can hurt others and what others do and say, can hurt them (telling lies, pushing others, bullying using derogatory words etc.).
- Recognize that making fun of others can cause distress and hurt others.
- Recognize that when people apologies for their mistake they should forgive them.

INFORMATION FOR TEACHERS

1. Bullying is when someone is being hurt either by words or actions on purpose, usually more than once, feels bad of it, and as has a hard time stopping what is happening to them.
2. Bullying can be physical, emotion, verbal etc.
3. Words or actions can hurt or heal others.
4. It is important to take care of our words or actions and avoid to call bad names making fun of others.
5. Take care and pay special attention to vulnerable, special person.
6. Role play and day to day practice is an effective way of teaching this topic.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, textbook of General Knowledge grade II.

INTRODUCTION | 5 MINUTES

Tell the students "today we are going to talk and explore that how we treat each other in our classroom, community and in school, what makes us feel welcome, happy, sad and scared.

DEVELOPMENT | 20 MINUTES

Activity 1: (Role Play) 10 Minutes

1. Select any three volunteers for roleplay.
2. One of them act as a boy/girl who bully his/her classmate.
3. One of them girl / boy who acts as a vulnerable girl/boy who is victimized by bullies.
4. Third volunteer student will act as a mature person who resolve the conflict between bullied and bullier and advise to forgive each other give advise in future they should be careful and not bully with others.

5. Give them five minutes for preparation and developing their dialogues.
6. Give them five minutes for presentation.
7. Appreciate students for their active participation.

Activity 2: **10 Minutes**

1. Divide student into groups.
2. Ask them to have discussion on role play and draw conclusion.
3. Share the conclusions of groups in front of the class.
4. Draw a comprehensive conclusion of the whole class.

CONCLUSION / SUM UP | 5 MINUTES

1. We should be careful in our words and actions which hurt others.
2. We should avoid bully and making fun of others. It is prohibited in islam.

ASSESSMENT | 3 MINUTES

Ask the following questions.

1. How did you feel when the student was bullied?
   - **Expected answers:** feeling bad and unhappy.
2. What lesson you learnt from the role play?
3. Do promise that we will not bully or make fun of others.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Ask the student to write the types of bullying in your notebook.

LESSON

40

FORGIVENESS

STUDENT LEARNING OUTCOMES

- Recognize that mistakes are a natural outcome of learning and nothing to be ashamed about or to make fun of.
- Identify ways in which we can redress the hurt caused to others (ask for forgiveness, say sorry, do something special for them etc.)
- Recognize that when people apologies for their mistake they should forgive them.

INFORMATION FOR TEACHERS

Make student realize that

1. Errors and omission are human nature so no need to feel ashame on the errors or omission.
2. It is good to accept one's fault and apologies.
3. If someone apologies we should forgive them.
4. It will be appropriate to use discussion and role play method.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker / chalk, duster, textbook of General Knowledge grade II.

INTRODUCTION | 5 MINUTES

Narrate a true story from the life of last prophet of Allah in class. How our beloved prophet Hazrat Muhammad PBUH (خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم) helped and forgave the old woman who used to through garbage / dirt on him every day.

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Divide students in two groups.
2. Ask them to discuss the forgiving attitude of Holy Prophet (خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم)
3. Ask the students to share their learning with the whole class.
4. Ask both groups that what have they learnt from this story?

Activity 2: **10 Minutes**

1. Invite volunteers for role play.
2. Prepare them for dialogue.
3. Ask volunteers to carefully read their dialogues to present.

Student 1: He / She is busy in reading book.
Student 2: is continuously taunting "book warm".
Teacher: Read your paragraph carefully. (Teacher is in front of class)
Student 1: Please stop interrupting me.
Student 2: Book warm, Book warm.
Teacher: Student 1, what is your opinion of your topic?
Student 1: is blanked.
Teacher: why did not you read carefully?

Note: Student-I and students-2 have dialogue.

4. Ask the following questions from the students.
   - What will you suggest for this role-play, discuss in groups.
   - After 2 minutes, ask them to share their responses.
   - Appreciate students for their participation.

CONCLUSION / SUM UP | 5 MINUTES

1. We learnt from the life of Holy Prophet (خاتم النبیین صلی اللہ علیہ وآلہ واصحابہ وسلم) that we should not tease anyone and forgive people for their mistakes. Same idea was presented in role play.

ASSESSMENT | 3 MINUTES

Ask the students following questions.

1. What should we do if we make a mistake?
2. What happens when you forgive?

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Share the role play and story of Holy Prophet with sibling in home.

LESSON

41

CHAPTER # 16: FAIRNESS

BEING JUST AND FAIR

STUDENT LEARNING OUTCOMES

- Identify fairness and unfairness in their daily lives.
- Identify ways of making unfair situations fair.
- Accept responsibility for treating others unfairly and made behaviour accordingly.

INFORMATION FOR TEACHERS

1. Honesty is the best policy. Allah has directed through his messengers that honesty and justice should not be left out under any circumstances.
2. If we keep the matter of honesty and justice, we will have the best success. Those who obey Allah achieve success in life and after death.
3. Fairness means to be fair and justice in dealing with everyone, treat everyone equally.
4. Make decisions without playing favouritism and don't take advantages of others.
5. Take only fair share, take turns and share with others are examples of being just and fair.
6. Day to day practice, role play is the best way of teaching this unit.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

Writing board, marker, duster, textbook of general knowledge grade II.

INTRODUCTION | 5 MINUTES

Display the following chart on writing board.

And never think that Allah is unaware of what the wrong doers / unjust do. He only delays them for a Day when eyes will stare (in horror).
Quran 14:42

DEVELOPMENT | 20 MINUTES

Activity 1: 10 Minutes

1. Ask students "before the activity start, who need a pencil?"
2. Give pencils to the students who request to you.
3. Ask students 'Just now, I was being fair?'
4. Did I give pencil to everyone?
5. Why I gave pencils only to those students who need them.

6. After their responses tell them that things are given out on the basis of needs.
7. Take help of students for pasting prepared situational cards on writing board.

Card 1: At home your mother gives 3 biscuits to your elder brother and gives you 2.

Card 2: Your teacher gives pencils to the students who need them.

Card 3: Your teacher gives the same homework to every student.

Card 4: Your teacher ask you to do some extra work to help you in reading during break.

8. Ask students to create a situation of fairness and unfairness.
9. Ask few students to share their work.
10. Invite students (except already invited students) for removing cards from writing board.
11. Invite remaining students for putting cards on cuboard.

Activity 2: **10 Minutes**

1. Ask students to read the story of textbook grade 2 at page # 97.

CONCLUSION / SUM UP | 5 MINUTES

Conclude the topic by sharing following points.

1. We must be fair in our daily life.
2. Distribute responsibility on the basis of fairness.
3. It is not unfair some time to distribute things on the basis of need.

ASSESSMENT | 3 MINUTES

1. Assess the honesty of students during their activities.

HOMEWORK / FOLLOW UP | 2 MINUTES

1. Solve questions given in textbook of grade 2 General Knowledge exercise at page # 100 at home and share it on the next day.

قومی ترانہ

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PROFESSIONAL DEVELOPMENT
FOR QUALITY EDUCATION

LESSON PLANS

MATHEMATICS

GRADE 2

BASED ON CURRICULUM 2020

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

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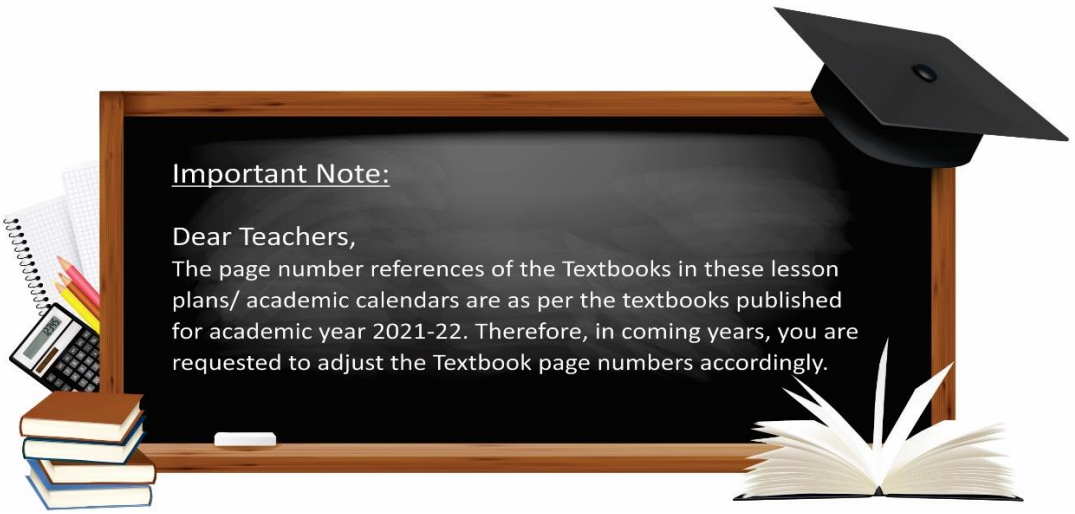

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NOTIFICATION:

No.5564-5727/F.24/Vol-II/SLP/G-II/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-II 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)

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 finalization of these lesson plans.

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

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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.

Month

1

LESSON 1

ORDINAL NUMBERS

STUDENT LEARNING OUTCOME

- Write ordinal numbers from first to twentieth.

INFORMATION FOR TEACHERS

Teachers should know that ordinal numbers (up to twentieth) are used to represent the position of the objects.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/ Chalk, Flashcards showing ordinal numbers, Sticker saying 'start point', Textbook

INTRODUCTION

1. Write the name of 10 students and their scores on a test on the board.
2. Ask all the students to read the given scores carefully.
3. Choose a student randomly and ask, who has the highest score on the given test.
4. Take student's response. Write 'first' above the highest score.
5. Similarly, ask another student, who scored the highest after the 'first' student.
6. Take student's response. Write 'second' above that score.

		First							Second	
Name	Sara	Asif	Farah	Amna	Sana	Yasir	Amir	Hira	Munir	Imran
Score	12	15	3	5	9	8	6	11	13	10

7. Repeat the above step for the rest of the numbers to the lowest score.
8. Tell students that in today's lesson they will be learning how numbers are used to represent the position of the objects.

DEVELOPMENT

Activity 1:

1. Distribute twenty flashcards (with ordinal numbers up to twentieth) randomly among students.

2. On one end of a wall of the classroom, paste a sticker saying, 'start point'.
3. Instruct students to read the number on their respective flashcards and respond when that number is called.
4. Call out the ordinal number 'first'. The student, with the flashcard 'first' written on it, should come forward and stand at the start point.

1^{st}	2^{nd}	3^{rd}
4^{th}	5^{th}	6^{th}

5. Call the ordinal number 'second'. The student, with the flashcard 'second' written on it, should come forward and stand next to the first student.
6. Repeat the above step till all students are lined up till the twentieth.,
7. Pointing out the first student, start reading aloud the ordinal numbers; ask students to repeat after you till the twentieth.
8. Ask a student (other than in the line), name the student who is standing at the fifth position.
9. Take student's response.
10. Repeat step 8 with few more students. This will help students understand the concept of using numbers for positions.

CONCLUSION / SUM UP

Tell students that:

1. Ordinal numbers are used to represent the position of different objects.
2. To write ordinal numbers, we add 'st', 'nd', 'rd', and 'th' with the regular numbers.

ASSESSMENT

1. Draw the given table on the board:
2. Call students one by one to write the ordinal number against each number on the board.
3. Guide students where necessary.

Number	Ordinal Number	Number	Ordinal Number
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

HOMEWORK / FOLLOW UP

- Ask students to do exercise 1 given on page 3 of their textbooks.

ORDINAL NUMBERS

STUDENT LEARNING OUTCOME

- Write numbers 1 – 100 in words.

INFORMATION FOR TEACHERS

The teachers should know the numbers in words with correct spellings from 1 to 100.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/ Chalk, Duster, Chart with numbers in numeral and words from 1 to 20, Textbook

INTRODUCTION

1. Paste the chart with numbers in numerals and words from 1 to 20 on the board.
2. Ask all the students to read the numbers in numerals only from 1 to 20.
3. Ask few students to tell their name with spellings to the class as follows:

   S A R A H - Sarah
4. Take students' responses.
5. Tell students that the way we have a name, each number also has a name written in words.
6. Tell students that in today's lesson they will be learning about how to write names of numbers in words in English.

Number Words			
1	one	11	eleven
2	two	12	twelve
3	three	13	thirteen
4	four	14	fourteen
5	five	15	fifteen
6	six	16	sixteen
7	seven	17	seventeen
8	eight	18	eighteen
9	nine	19	nineteen
10	ten	20	twenty

DEVELOPMENT

Activity 1

1. Using the chart pasted earlier on the board, read out the spellings of each number in words up to 20. E.g., O N E – One, T W O – Two
2. Ask students to read out after you.

3. Repeat steps 1 and 2 thrice. (This will enable students to memorize the spellings of the numbers in words.)
4. Write the following matching exercise on the writing board:

Number in Numeral	Number in Word
Ten	3
Seventeen	9
One	15
Three	2
Seven	10
Fifteen	17
Nine	1
Two	5
Twelve	20
Five	7
Twenty	12

5. Call students one by one on the board to match each number (in numerals) with its name (in words) and complete the exercise.
6. Take students' responses.
7. Guide students where required.

Activity 2

1. Draw the following table on the board:

30	Thirty
40	Forty
50	Fifty
60	Sixty
70	Seventy
80	Eighty
90	Ninety
100	Hundred

2. Read out the spellings of each number in words given in the above table.
3. Ask students to read out after you.
4. Repeat steps 2 and 3 twice. (This will enable students to memorize the spellings of the numbers in words.)
5. Tell students that the remaining number in words can be made from the words learned so far. E.g.,

   21 = 20 + 1 = Twenty-one

   34 = 30 + 4 = Thirty-four

   45 = 40 + 5 = Forty-five

73 = 70 + 3 = Seventy-three

CONCLUSION / SUM UP

Tell students that:

1. Each number has a name that is written in words.
2. If we learn the number in words from 1 to 20 and in tens (30, 40, ….100), we can make the rest of the number in words ourselves.

ASSESSMENT

1. Divide students into suitable groups and give five numbers in numerals to each group.
2. Ask each group to write the names of the numbers given to them using the chart and table provided on the board.
3. Visit each group and guide them where necessary.

HOMEWORK / FOLLOW UP

Ask students to do exercises given on pages 4 to 7 of their textbooks.

NUMBERS UP TO 1000

STUDENT LEARNING OUTCOMES

- Read numbers up to 999.
- Write numbers up to 999.

INFORMATION FOR TEACHERS

The teachers should know how to read and write numbers from 1 to 999.

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1

MATERIALS / RESOURCES REQUIRED

- Board, Marker/ Chalk, Duster, Chart showing counting, Charts showing blocks, Textbook.

INTRODUCTION

1. Draw the following table on the board.

	Hundreds	Tens	Ones
Row 1			4
Row 2		4	4
Row 3	4	4	4

2. Ask students to read the number in row 1.
3. Take students' responses.
4. Ask students to read the number in row 2.
5. Take students' responses. This will help students recall their prior knowledge about 2-digit numbers.
6. Ask students, what is the highest 2-digit number.
7. Take students' responses.
8. Tell students that after 99, the series of 3-digit numbers starts from 100.
9. Tell students that in today's lesson they will be learning about 3-digit numbers starting from 100 and ending at 999.

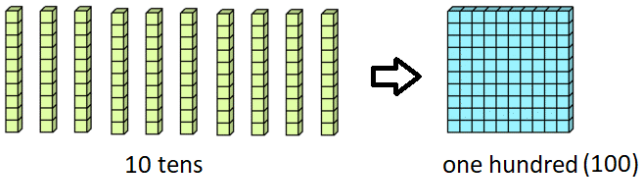
DEVELOPMENT

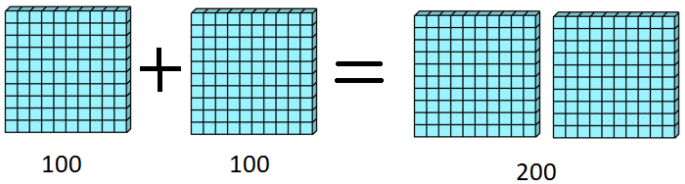
Activity 1:

1. Paste the following chart showing counting on the board.

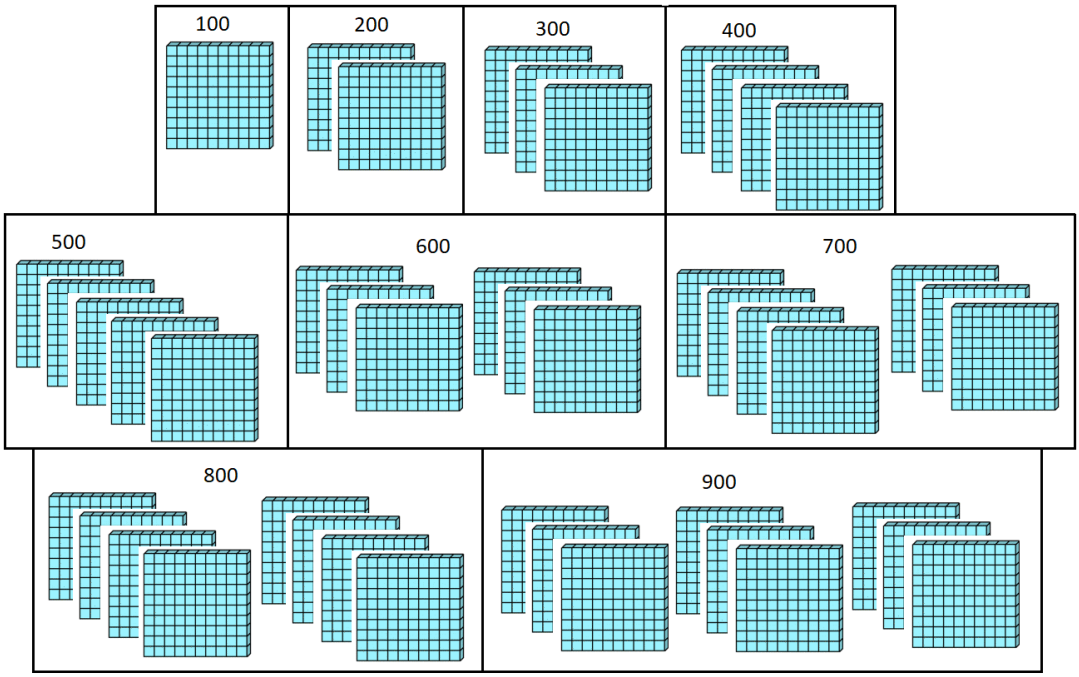
Column 1	Column 2	Column 3
1	10	20
2	11	30
3	12	40
4	13	50
5	14	60
6	15	70
7	16	80
8	17	90
9	18	
	19	

2. Select any three students randomly and ask them to read aloud the numbers in columns 1, 2 and 3 one by one.
3. Ask students to point out the difference between numbers in each column.
4. Take students' responses.
5. Help students reach the answers (such as column 1 shows 1-digit numbers, column 2 shows 2-digit numbers and column 3 shows counting in 10s)
6. Paste the following chart on the board.

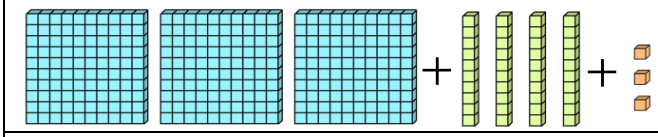
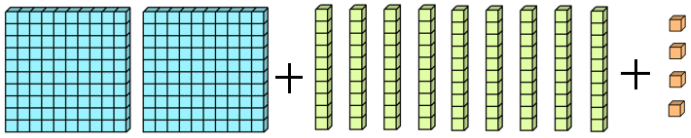
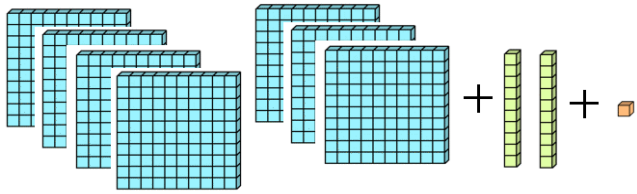
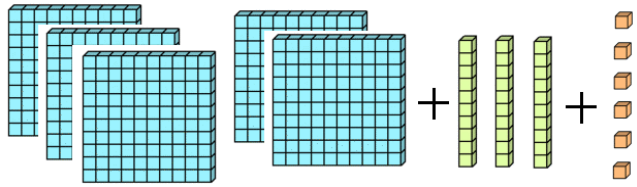




7. Explain to students that when we add 10 tens, it makes a 3-digit number, 100 (one hundred).
8. Using the given chart, tell students how to count in 100s.



9. Read the counting aloud in the class and ask all the students to repeat after you.
10. Tell students that they can easily make 3-digit numbers up to 999 using the blocks.
11. Paste the following chart on the board.

	300 + 40 + 3	343
		
		
		

12. Explain the first row as follows:
    i. Three blocks of hundreds make 300, four blocks of tens make 40 and three blocks of ones make 3.
    ii. Write the three numbers together as, 300 + 40 + 3.
    iii. Write the 3-digit number as 343.
13. Ask a student to come on the board and do the second question.
14. Check student's work and guide where required.
15. Repeat steps 13 and 14 for the other two questions.

CONCLUSION / SUM UP

Tell students that:

1. The highest 2-digit number is 99.
2. The series of 3-digit numbers starts from 100 and ends at 999.
3. The place value of each digit is found by its position in a number.

NUMBERS UP TO 1000

STUDENT LEARNING OUTCOMES

- Read numbers up to 999.
- Write numbers up to 999.

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2

MATERIALS / RESOURCES REQUIRED

- Board, Marker, Duster, Chart showing counting, Chart showing tasks for four groups, Textbook

INTRODUCTION

1. Recap the concept of place value for 3-digit numbers.
2. Write few examples of 3-digit numbers on the board.
3. Tell students that in today's lesson they will be practicing writing 3-digit numbers.

DEVELOPMENT

Activity 2:

1. Divide students into four groups.
2. Paste the following chart on the board showing tasks for each group.

Group 1 400 + 20 + 3 = _____ 300 + 90 +1 = _____ 600 + 30 + 7 = _____ 800 + 10 + 6 = _____	**Group 2** 500 + 10 + 7 = _____ 600 + 40 + 2 = _____ 700 + 70 + 6 = _____ 400 + 40 + 4 = _____
Group 3 200 + 10 + 9 = _____ 400 + 50 + 2 = _____ 500 + 30 + 3 = _____ 900 + 20 + 8 = _____	**Group 4** 300 + 20 + 6 = _____ 100 + 30 + 5 = _____

	700 + 50 + 9 = _____ 400 + 10 + 4 = _____

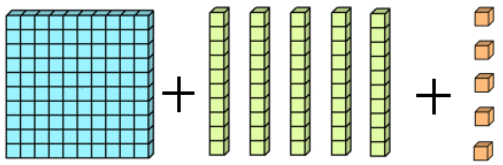
3. Ask students of each group to discuss and write in a notebook the 3-digit numbers assigned to them. Also, paste the below chart on the wall to help students.

Column 1	Column 2	Column 3	Column 4
1	10	20	100
2	11	30	200
3	12	40	300
4	13	50	400
5	14	60	500
6	15	70	600
7	16	80	700
8	17	90	800
9	18		900
	19		

4. Ask a student from each group to come to the board and fill the blanks for their group.
5. Ask other students to see the answers on the board and comment if the answer is right or wrong.
6. Take students' responses. Help students arrive at the correct answer.
7. Repeat steps 4-6 for other groups.

CONCLUSION / SUM UP

Tell students that one can easily make 3-digit numbers using the blocks. E.g.,



100 + 50 + 5 = 155

ASSESSMENT

1. Write the following 3-digit numbers on the board.

   135, 253, 472, 584, 862

2. Choose any five students randomly and ask them to read aloud one number.
3. Write the following 3-digit numbers on the board.

   200 + 40 + 2 = _____

   300 + 60 + 5 = _____

   400 + 70 + 8 = _____

   500 + 20 + 2 = _____

   600 + 40 + 9 = _____

4. Choose any five students randomly and ask each of them to write one 3-digit number on the board.

HOMEWORK / FOLLOW UP

Ask students to do exercise 3 given on page 14 and 15 of their textbooks.

LESSON

5

UNIT 1: WHOLE NUMBERS

NUMBERS UP TO 1000

STUDENT LEARNING OUTCOMES

- Recognize the place value of a 3-digit number.
- Identify the place value of a specific digit in a 3-digit number.

INFORMATION FOR TEACHERS

The teachers should:

1. Be able to differentiate between a digit and a number.
2. Know the place value of digits in 3-digit numbers.

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1

MATERIALS / RESOURCES REQUIRED

- Board, Marker/ Chalk, Duster, Three Headbands with 'H', 'T' and 'O' written, Paper chits, Charts showing Hundreds, Tens and Ones, Flashcards, Textbook

INTRODUCTION

1. Ask students to tell the difference between a digit and a number.
2. Note down students' answers on the board.
3. Tell students that a digit is a single numerical symbol, from 0 to 9 whereas, a number is a string of one or more digits. E.g., 258
4. Tell students that in today's lesson they will be learning how to identify the place value of a specific number in 3-digit numbers.

DEVELOPMENT

Activity 1

1. Select any three students of different heights in the class.
2. Provide headbands to the selected students as follows:
   - ✧ Headband with 'H' to the tallest student
   - ✧ Headband with 'T' to the middle one
   - ✧ Headband with 'O' to the shortest student

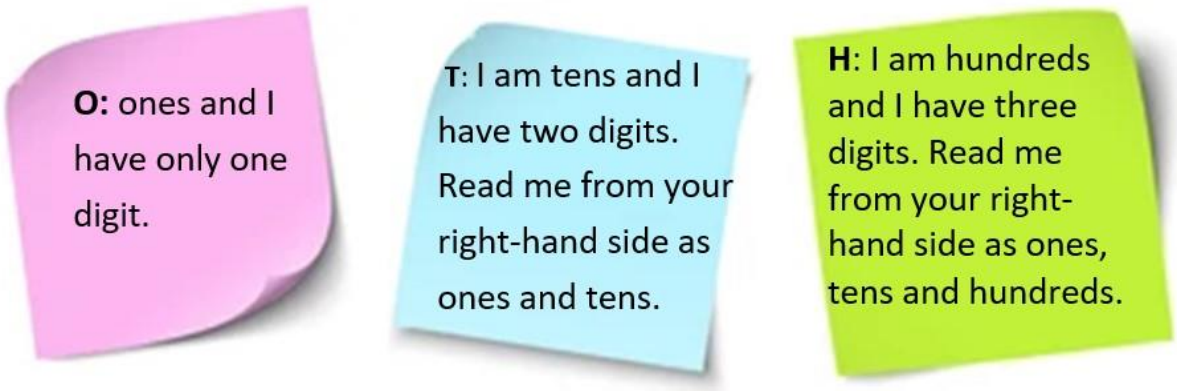
3. Ask the three students to stand in front of the class in a way that the tallest is on the left-hand side, the shortest is on the right-hand side and the third one is in the middle of the tallest and shortest students.
4. Ask students to read the alphabets written on the headbands of each of the three students.
5. Tell them that 'H' denotes hundreds, 'T' denotes tens, and 'O' denotes ones.
6. Provide the following charts to the selected students as per the alphabet on their headbands.

H
100
200
300
400
500
600
700
800
900

T
10
20
30
40
50
60
70
80
90

O
0
1
2
3
4
5
6
7
8
9

7. Give the following prepared chits to the three students (as per the alphabet O, T and H).



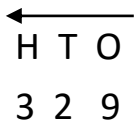
8. Each student will read aloud his/her paper to the class.
9. Go back to the chart and point out the column of 2-digit numbers.
10. Tell that in the first number, there is 0 ones and 1 tens, so it will be read as ten (10). In the second number, there is 0 ones and 2 tens, so it will be read as twenty (20). In the third number, there is 0 ones and 3 tens, so it will be read as thirty (30).
11. Ask all the students to read after you the rest of the numbers of column 2.
12. Point out the column of 3-digit numbers in the same chart.
13. Tell that in the first number, there is 0 ones, 0 tens and 1 hundreds, so it will be read as one hundred (100). In the second number, there is 0 ones, 0 tens and 2 hundreds, so it will be

read as two hundred (200). In the third number, there is 0 ones, 0 tens and 3 hundreds, so it will be read as three hundred (300).

14. Ask all the students to read after you the rest of the numbers of column 3.
15. Repeat steps 12-14. This will help students memorize the 3-digit numbers.

Activity 2:

1. Write the number 329 on the board.
2. Explain to students that it is a 3-digit number. We will read the place value from right-hand side. In 329, 9 is ones, 2 is tens and 3 is hundreds.



3. Read it as three hundred and twenty-nine.
4. Write the following numbers one by one on the board and ask all the students to read it. 957, 587, 154, 265, 389
5. Take students' responses.
6. Guide students where required.

CONCLUSION / SUM UP

Tell students that in 3-digit numbers, every digit has some specific place value i.e., ones, tens, or hundreds.

NUMBERS UP TO 1000

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2

MATERIALS / RESOURCES REQUIRED

- Board, Marker, Duster, Flashcards, Textbook

INTRODUCTION

1. Recap the concept of place value for 3-digit numbers.
2. Write few examples of 3-digit numbers on the board and ask students to identify ones, tens, and hundreds.
3. Tell students that in today's lesson they will learn about the place value of a specific digit in a 3-digit number.

DEVELOPMENT

Activity 3:

1. Distribute the following flashcards among 28 students. (one flashcard for each student)

0	1	2	3	4	5	6	7	8	9
10	20	30	40	50	60	70	80	90	
100	200	300	400	500	600	700	800	900	

2. Write a number 764 on the board.
3. Ask students with flashcards to look at their numbers carefully and come forward if they think they can make the number 764. This means, students with flashcard 700, 60 and 4 will come forward only to make 764.
4. Guide them to line up as H T O.

   Left ---------- Right

   700 60 4
5. Repeat steps 2-4 using different numbers such as 529, 841, and 652.

CONCLUSION / SUM UP

1. Tell students that in 3-digit numbers, place values to remember are ones, tens, and hundreds.
2. These place values should be read from the right-hand side of the number.

ASSESSMENT

1. Write the following 3-digit numbers on the board and ask students to tell the place value of underlined digits. 2<u>6</u>7 <u>3</u>79 42<u>5</u> 53<u>1</u> <u>7</u>48
2. Note their responses on the board.
3. Guide students where necessary.

HOMEWORK / FOLLOW UP

1. Draw the following table on the board.
2. Ask students to copy the table in their notebooks and complete it.

Number	**Place Value**		
	Hundreds	Tens	Ones
531			
612			
742			
925			
511			

NUMBERS UP TO 1000

STUDENT LEARNING OUTCOMES

- Compare 2-digit numbers with 3-digit numbers (hundreds, tens, ones).
- Compare 3-digit numbers with 3-digit numbers (hundreds, tens, ones).

INFORMATION FOR TEACHERS

The teachers should:

1. Be able to differentiate between a digit and a number.
2. Know the difference between 2-digit and 3-digit numbers.
3. Know the place value of 2 and 3-digit numbers.
4. Be able to compare hundreds with hundreds, tens with tens, and ones with ones in two given numbers.

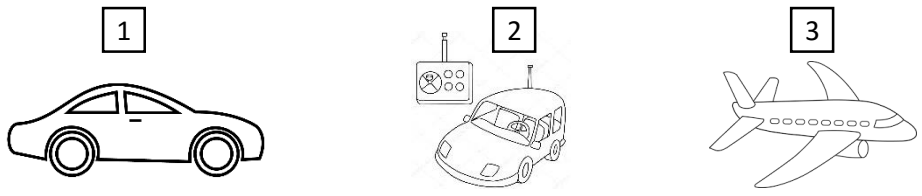
DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker, Duster, Chart showing pictures of toys, Textbook.

INTRODUCTION

1. Paste the following chart showing pictures of three toys on the board.



10 rupees | 100 rupees | 200 rupees

2. Ask students which toy is the cheapest.
3. If the students say toy 1, ask them how did they know?
4. Note students' responses and tell them that in today's lesson we will learn about the comparison of numbers.

DEVELOPMENT

Activity 1

1. Ask students the following question.
   I have 60 rupees and I want to buy a toy that costs 160 rupees. Do you think I can buy that toy?
2. If the students say NO, ask them why do they think so.
3. Take students' responses.
4. Write the following pairs of 2-digit and 3-digit numbers on the board:
   i. (72 , 345) ii. (36 , 629) iii. (48 , 715)
5. Ask students to identify the greater number in each pair.
6. Take students' responses and tell them that a 3-digit number is always greater than a 2-digit number.

Activity 2:

1. Write the following 3-digit numbers on the board.

   H T O
   4 3 1
   2 8 3
2. Select a student randomly and ask, which underlined digit, in the hundreds place, is greater.
3. Tell students that since 4 is greater than 2, the number 431 will be greater than 283.
4. Write another pair of 3-digit numbers on the board.

   H T O
   8 9 2
   8 7 4
5. Select a student randomly and ask, which underlined digit, in the hundreds place, is greater.
6. Take the student's response.
7. Tell students that when the digit in hundreds place is the same, look up for the next number i.e., tens.
8. Rewrite the above pair of 3-digit numbers as follows.

   H T O
   8 9 2
   8 7 4
9. Select a student randomly and ask, which underlined digit, in the tens place, is greater.
10. Take the student's response.
11. Tell students that since 9 is greater than 7, the number 892 will be greater than 874.
12. Write a set of 3-digit numbers on the board.

    H T O
    7 6 2
    7 6 5
    7 6 1

13. Select a student randomly and ask, which number is the greatest.
14. Take the student's response.
15. Tell students that when the digit in hundreds place is the same, look up for the next digit i.e., tens. If the digit in tens place is also the same, look up for the digit in the ones place.
16. Ask students which digit in ones place is the greatest.
17. Take students' responses.
18. Tell students that since 5 is greater than 2 and 1, the number 765 is the greatest..

CONCLUSION / SUM UP

Tell students that:

1. A 3-digit number is always greater than a 2-digit number.
2. When comparing two 3-digit numbers, the place value of the digits plays a very important role.
3. Compare hundreds with hundreds, tens with tens, and ones with ones to find out which number is greater than the other.

ASSESSMENT

1. Copy the following pairs of numbers on the board.

521	52
892	792
358	384
90	700
243	247
659	648

2. Ask students to identify the greater number in each pair and write it down in their notebooks.

HOMEWORK / FOLLOW UP

Ask students to do exercise 4 given on page 21 of the mathematics textbook.

NUMBERS UP TO 100

STUDENT LEARNING OUTCOME

- Count backward ten steps down from any given number.

INFORMATION FOR TEACHERS

1. The teachers should know the ascending and descending order of numbers.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker, Duster, Chart showing a ladder with numbers, Textbook

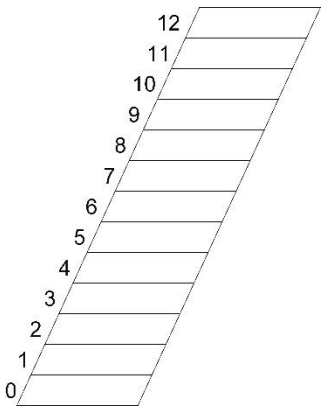
INTRODUCTION

1. Select few students randomly and ask them to count from 1 to 100. (One student should count from 1-20, other from 21-40 and so on)
2. Explain to the students that we can count from 1 to 100 easily because we know that every following number is 1 greater than every previous number. This is called increasing order of numbers. For example, 1, 2, 3.
3. Tell students that in today's lesson they will learn to count backward which means decreasing order of numbers. This means every following number is 1 less than every previous number. For example, 9, 8, 7.

DEVELOPMENT

Activity 1:

1. Paste the given chart showing counting from 0-12 on the board.
2. Tell students to suppose that this is a ladder.
3. Ask students if you are on number 12 and want to come down to 0, what will you do.
4. Take students' responses.
5. Ask students to read the numbers down the ladder at least three times to practice backward counting.



Activity 2:

1. Select six students randomly and assign number range to them as follows:

   Student 1 - From 100 to 91 as 99, 98, 97, 96, 95, 94, 93, 92, 91

   Student 2 - From 90 to 81

   Student 3 - From 80 to 71

   Student 4 - From 70 to 51

   Student 5 - From 50 to 31

   Student 6 - From 30 to 1

2. Tell students that keeping in mind backward counting from 9 to 1, you can count backward the rest of the numbers easily.
3. Ask student 1 to start backward counting followed by student 2, 3, 4, 5, and 6.
4. Guide students during the activity where necessary.

CONCLUSION / SUM UP

Tell students that in backward counting, numbers are arranged from greater to smaller. This is called decreasing order of numbers.

ASSESSMENT

1. Write the following numbers on the board.
   i. 115, 114, 113, _____, _____, _____, _____
   ii. 26, 25, 24, _____, _____, _____, _____
   iii. 65, 64, 63, _____, _____, _____, _____
   iv. 180, 179, 178, _____, _____, _____, _____
   v. 95, 94, 93, _____, _____, _____, _____
2. Ask students to copy the above in their notebooks and fill in the missing numbers.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Ask students to do exercise 6 given on page 22 of the mathematics textbook.

Month

2

NUMBERS UP TO 1000

STUDENT LEARNING OUTCOMES

1. Arrange numbers up to 999, written in mixed form in increasing or decreasing order.
2. Identify the smallest/greatest number in a given set of numbers.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Arrange numbers in Increasing and decreasing order.
2. Find the smallest and the greatest numbers in the given sequence.

DURATION / NO OF PERIODS: 35 MINUTES / PERIOD 1

MATERIALS / RESOURCES REQUIRED

- Board, Marker, Duster, Chart showing ascending and descending order, Textbook, Flashcards showing numbers 1-10

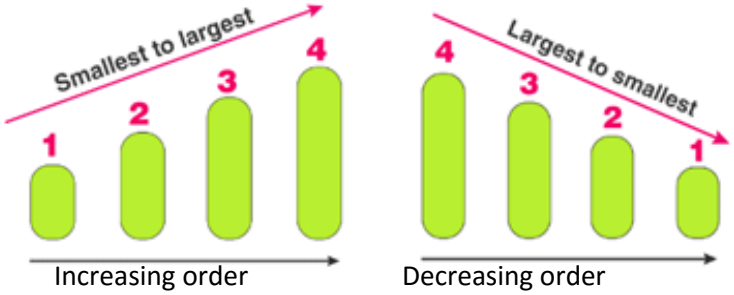
INTRODUCTION

1. Make flashcards showing numbers 1-10 and give them to any 10 students.
2. Call out the students (with flashcards 1-10) randomly.
3. Make them stand in a group and call them Group 1.
4. Make flashcards showing numbers 11-20 and give them to any other 10 students.
5. Call out the students (with flashcards 11-20) randomly.
6. Make them stand in a group and call them Group 2.
7. Ask students of Group 1 to arrange themselves in increasing order i.e., from 1 to 10.
8. Ask students of Group 2 to arrange themselves in decreasing order i.e., from 20 to 11.
9. Call out the numbers of both groups one by one in the order arranged.
10. Tell students that in today's lesson they will learn about arranging numbers in increasing and decreasing order.

DEVELOPMENT

Activity 1:

1. Paste the following chart on the board.



2. Divide the class into four groups.
3. Assign each group a set of numbers written on the flashcards as follows.

   Group 1: *850, 115, 751, 345, 192, 469, 260, 546, 975, 683*

   Group 2: *149, 465, 750, 252, 864, 357, 488, 597, 980, 630*

   Group 3: *249, 485, 379, 155, 633, 394, 825, 566, 940, 783*

   Group 4: *543, 255, 163, 387, 688, 465, 965, 730, 184, 825*
4. Ask groups 1 and 2 to arrange the given set of numbers in increasing order.
5. Ask groups 3 and 4 to arrange the given set of numbers in decreasing order.

   Students may take help from the chart placed on the board to recall the meaning of increasing and decreasing order.
6. Ask each group to tell the sequence in which they have arranged their numbers.
7. Write the answers from each group on the board.
8. Ask anyone student from each group to encircle the smallest and the greatest number in their respective set of numbers.
9. Check students' responses.
10. Guide students where necessary.

CONCLUSION / SUM UP

Tell students that increasing order means arranging numbers from smallest to greatest whereas, decreasing order means arranging numbers from greatest to smallest.

ASSESSMENT

Write the following set of numbers on the board and ask students to arrange them in decreasing order in their notebooks.

i. 450, 742, 90, 341, 657

ii. 50, 913, 530, 825, 131

HOMEWORK / FOLLOW UP

Ask students to do exercise 5 given on page 22 of the mathematics textbook.

LESSON

10

NUMBERS UP TO 1000

STUDENT LEARNING OUTCOMES

1. Count and write in 10s (e.g., 10, 20, 30, ...)
2. Count and write in 100s (e.g., 100, 200, 300, ...)

INFORMATION FOR TEACHERS

The teachers should know multiples of 10s and 100s.

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2

MATERIALS / RESOURCES REQUIRED

- Board, Marker, Duster, 2 ten-rupee notes, 10 bundles of 10 toothpicks, Textbook.

INTRODUCTION

1. Draw the following table on the board.

2. Show students a 10-rupee note and ask how much money it is.
3. Take students' responses and write them in the table.
4. Take out another 10-rupee note and ask how much total money is it now.
5. Take students' responses and write them in the table.
6. Ask students how much money it would be if we have five 10-rupee notes.
7. Take students' responses and write them in the table.

10	20			50

8. Ask students to guess the missing numbers in the table.
9. Take students' responses and write them in the table.
10. Guide students where necessary.
11. Tell students that in today's lesson they will learn counting in 10s and 100s.

DEVELOPMENT

Activity 2:

1. Select any ten students of the class to make a group.
2. Ask them to stand in front of the class.
3. Give a bundle of ten toothpicks to each of the students in the group.
4. Number the students as 1, 2, 3 to 10.
5. Ask student 1 to count the number of toothpicks in his/her bundle and pass it on to student 2 in the group. (Student 1 will count 10 toothpicks)
6. Ask student 2 to continue the sequence while counting the number of toothpicks in his/her bundle. (Student 2 will show the first bundle of toothpicks and say 10 and then start from 11 when counting his/her toothpicks till 20)
7. Write 10 + 10 = 20 on the board.
8. Ask student 2 to pass on the two bundles of toothpicks to student 3.
9. Ask student 3 to continue the sequence while counting the number of toothpicks in his/her bundle. (Student 3 will show the two bundles of toothpicks and say 20 and then start from 21 when counting his/her toothpicks till 30)
10. Write 20 + 10 = 30 on the board.
11. Carry on the activity till all bundles of toothpicks are passed on to student 10. (Student 10 will count till 100)

    30 + 10 = 40

    40 + 10 = 50

    50 + 10 = 60

    60 + 10 = 70

    70 + 10 = 80

    80 + 10 = 90

    90 + 10 = 100
12. Tell students that each bundle represents 10. Adding one bundle of toothpicks to the other bundle makes it 20 (10 + 10 = 20). Similarly, adding another bundle of ten toothpicks to 20 will make it 30 (20 + 10 = 30).

Activity 3:

1. Tell students that counting in 100s follows the same pattern.
2. Write the following on the board to start counting in 100s.

   100 + 100 = 200

   200 + 100 = 300
3. Tell students that by adding the digits at hundreds, they can easily get the answer.

(1 + 1 = 2 so 200 and 2 + 1 = 3 so 300)

4. With the help of students, write down the remaining counting in 100s on the board.

   300 + 100 = 400

   400 + 100 = 500

   500 + 100 = 600

   600 + 100 = 700

   700 + 100 = 800

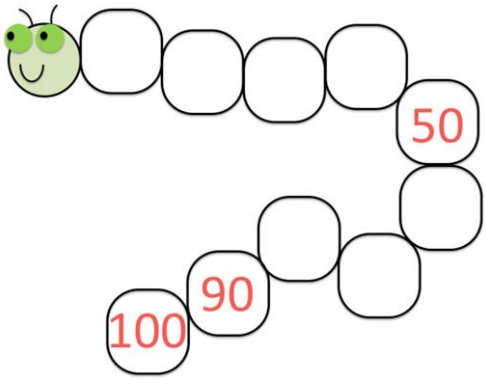
   800 + 100 = 900

CONCLUSION / SUM UP

Tell students that we can write the numbers in 10s by adding 10s to the preceding number and the number in 100s by adding 100 to the preceding number.

ASSESSMENT

1. Draw the following on the board.



2. Ask students to fill in the missing numbers in 10s.
3. Take students' responses.
4. Guide students where required.
5. Write the following on the board and ask students to fill in the missing numbers in 100s.

200		400			700		

HOMEWORK / FOLLOW UP

1. Do questions 1 and 2 on pages 23 and 24 of the mathematics textbook.
2. Do questions 6 and 7 on page 28 of the mathematics textbook.

NUMBERS UP TO 1000

STUDENT LEARNING OUTCOME

- Recognize that 1000 is one more than 999 and the first 4-digit number.

INFORMATION FOR TEACHERS

The teachers should know that:

1. 100 is the smallest and 999 is the greatest 3-digit number.
2. 1000 is the smallest 4-digit number.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker, Duster, Textbook

INTRODUCTION

Ask students the following questions.

"What number comes after 9?"

1. Take students' responses and write the correct answer on the board.

"What number comes after 99?"

2. Take students' responses and write the correct answer on the board.
3. Tell students that in today's session they will learn what number comes after 999.

DEVELOPMENT

Activity 1:

1. Write the following questions on the board and ask students to answer:

7 + 1 = _____

8 + 1 = _____

9 + 1 = _____

2. Tell students that 10 is the smallest 2-digit number (one more than 9).
3. Write the following questions on the board and ask students to answer.

96 + 1 = _____

97 + 1 = _____

98 + 1 = _____

99 + 1 = _____

4. Tell students that 100 is the smallest 3-digit number (one more than 99).
5. Write the following questions on the board and ask students to answer.

   996 + 1 = _____

   997 + 1 = _____

   998 + 1 = _____

   999 + 1 = _____

6. Tell students that like 10 and 100, the number 1000 is the smallest 4-digit number (1 more than 999).
7. Draw the following table on the board and ask students to place 1000 in it.

Thousands	Hundreds	Tens	Ones

8. Guide students to start reading the place values from right-hand side.
9. Take their responses.
10. Guide where required.

CONCLUSION / SUM UP

Tell students that:

1. The smallest 2-digit number is 10.
2. The smallest 3-digit number is 100.
3. The smallest 4-digit number is 1000.

ASSESSMENT

1. Write the following questions on the board and ask students to answer.

   10 – 1 = _____

   100 – 1 = _____

   1000 – 1 = _____

2. Record students' responses on the board.
3. Tell students that 10 is a 2-digit number. If we subtract 1 from it, it becomes 9 which is a 1-digit number. Similarly, 100 is a 3-digit number. If we subtract 1 from it, it becomes 99 which is a 2-digit number.
4. Ask anyone student to describe 1000 – 1 in the same way.
5. Take his/her response and guide if required.

HOMEWORK / FOLLOW UP

Copy down the following questions and answer them in your notebooks.

i. What is the greatest 2-digit number?

ii. What is the smallest 3-digit number?

LESSON 12

ADDITION OF 2-DIGIT NUMBERS (WITH CARRYING)

STUDENT LEARNING OUTCOMES

- Add ones and ones.
- Add ones and 2-digit numbers with carrying.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Add ones with ones and ones with 2-digit numbers.
2. Carry in addition.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, 8 Toffees, Chart showing a boy and a girl with sticks, Textbook

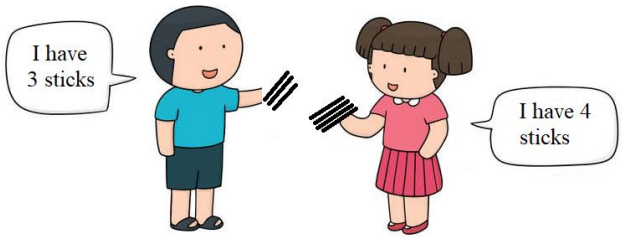
INTRODUCTION

1. Select two students randomly and ask them to stand in front of the class.
2. Give 3 toffees to one student and 5 toffees to the other student.
3. Ask the class to count the total number of toffees both the students have.
4. Take students' responses.
5. Tell students that in today's lesson they will be doing the addition of 1-digit and 2-digit numbers with carrying.

DEVELOPMENT

Activity 1:

1. Paste the following chart on the wall.



2. Ask students to tell the total number of sticks both children have.

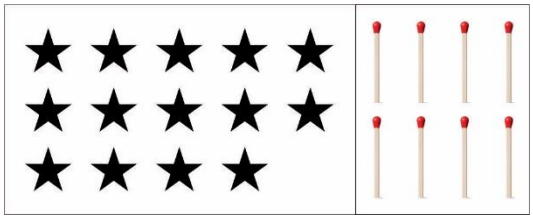
3. Take students' responses.
4. Tell students that we will find out how many sticks both children have altogether.
5. Draw the following table on the board:

Tens	Ones	
	3 4	I I I I I I I
	7	I I I I I I I

6. Tell students that 1-digit numbers are written in the column labelled as 'ones'.
7. Tell students that the lines 'I' in the table represent the number of sticks. The boy has 3 sticks whereas, the girl has 4 sticks.
8. Draw 3 sticks and 4 sticks together in the last box. Count the total number of sticks and write the answer.

Activity 2:

1. Draw 14 stars and 8 matchsticks on the board.



2. Ask students to count and tell the number of stars and matchsticks.
3. Take students' responses and tell them that we will add 14 and 8 to find out the total number of objects.
4. Explain to students that in the case of 2-digit number (14) '4' will be written in the column labelled as 'ones' whereas, '1' will be written in the column labelled as 'tens'.
5. The 1-digit number (8) will be written in the column labelled as 'ones'.
6. First add ones with ones i.e., 4 and 8. The answer will be a 2-digit number i.e., 12.
7. Tell the students that when the sum of ones is more than 9 after adding, then 10 ones make 1 ten. In this case, 12 is 1 tens and 2 ones. Carry 1 ten to the tens place as shown below:

		Tens	Ones
Stars	=	$1^{(1)}$	4
Matchsticks	=	0	8
Total	=	2	2

8. Add the tens to get the answer.

CONCLUSION / SUM UP

Tell students that:

1. Ones are added with ones.
2. Tens are added with tens.
3. When the sum of ones is more than 9 after adding, then 10 ones make 1 ten.

ASSESSMENT

1. Ask students to fill in the given blanks.

   7 + 2 = _____

   3 + 3 = _____

   6 + 7 = _____

2. Take students' responses.
3. Guide where necessary.
4. Write the following question on the board and ask students to solve it in their notebooks.

T	O
4	8
+	6
_____	
_____	

5. Take students' responses.
6. Guide where necessary.

HOMEWORK / FOLLOW UP

Do the first seven questions of exercise 1 on page 32 of the mathematics textbook.

LESSON

13

UNIT 2: NUMBER OPERATIONS

ADDITION OF 2-DIGIT NUMBERS (WITH CARRYING)

STUDENT LEARNING OUTCOMES

1. Add 2-digit numbers and 2-digit numbers with carrying.
2. Solve real-life number stories, involving the addition of 2-digit numbers with carrying.

INFORMATION FOR TEACHERS

The teachers should know how to:

1. Add two 2-digit numbers with carrying.
2. Solve real-life number stories, involving the addition of 2-digit numbers with carrying

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Chart showing a boy and girl with stars, Money (25 & 45 rupees), Textbook

INTRODUCTION

1. Tell students to suppose that there are 25 students present in class 1 and 15 students present in class 2 today. If we want to know how many students are present in classes 1 and 2 altogether, what can we do?
2. Take students' responses.
3. Ask students to focus on the numbers i.e., 25 and 15.
4. Tell students that both are 2-digit numbers and in today's session they will learn the addition of 2-digit numbers with carrying.

DEVELOPMENT

Activity 1:

1. Paste the following chart on the wall.

2. Tell students that we will find out how many stars both children have altogether.
3. Draw the following table on the board.

	Tens	Ones
	3	2
+	2	8

4. Tell students that we will add 32 and 28 to find out the total number of stars.
5. Explain to students that in the case of 2-digit number (32) '2' will be written in the column labelled as 'ones' whereas, '3' will be written in the column labelled as 'tens'.
6. Following the above rule, write 28 in the box.
7. First add ones with ones i.e., 2 and 8. The answer will be a 2-digit number i.e., 10.
8. Tell the students that when the sum of ones is more than 9 after adding, then 10 ones make 1 ten and 0 ones. Carry 1 ten to the tens place as shown below.

		Tens	Ones
Boy has 32 stars	=	$3^{(1)}$	2
Girl has 28 stars	=	2	8
Total stars	=	6	0

9. Add the tens to get the answer.

Activity 2:

1. Tell students that we can use 2-digit addition in our daily life.
2. Select randomly two students and ask them to stand in front of the class.
3. Give 25 rupees to one student and 45 rupees to the other student.
4. Ask the class, how much money both the students have altogether.
5. Take students' responses.
6. Ask anyone student to come and write both numbers (25 and 45) on the board vertically for addition.
7. Ask another student to come and add both numbers to find out the total money.
8. Take the student's response.
9. Guide students where required.

CONCLUSION / SUM UP

Tell students that:

1. Ones are added with ones.
2. Tens are added with tens.
3. When the sum of ones is more than 9 after adding, then 10 ones make 1 ten.
   We can use 2-digit addition in real-life situations.

ASSESSMENT

1. Write the following question on the board and ask students to answer it in their notebooks.

   Ali bought mangoes of Rs. 35 and apples of Rs. 25. How much amount did he spend altogether?

2. Observe students and guide them where needed.

HOMEWORK / FOLLOW UP

Do the last five questions of exercise 1 on page 32 of the mathematics Textbook.

ADDITION OF 2-DIGIT NUMBERS (WITH CARRYING)

STUDENT LEARNING OUTCOME

- Add numbers up to 50 using mental calculations.

INFORMATION FOR TEACHERS

The teachers should know:

1. Place value of 2-digit numbers.
2. Mental strategy for the addition of numbers.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Write the numbers 2 and 6 on the writing board.
2. Ask students how can we add these two numbers without doing the calculation in the notebooks.
3. Take students' responses.
4. Tell students that these are 1-digit numbers so can be added easily without the calculation. In today's session, they will learn the addition of 2-digit numbers using a mental strategy.

DEVELOPMENT

Activity 1:

1. Write the numbers 25 and 20 on the board.
2. Ask students to break the given numbers into tens and ones.
3. Draw the following diagram on the board to help students understand the idea.

Tens		Ones		Tens		Ones	
20 + 20	+	5 + 0	=	40	+	5	= 45

4. Add tens with tens (20 + 20) and ones with ones (5 + 0) to get the answer.

Activity 2:

1. Divide the class into four groups.
2. Write the following questions on the board.

Group 1	Group 2	Group 3	Group 4
20 + 24	10 + 17	30 + 14	20 + 27

3. Assign one question to each group.
4. Ask each group to answer the assigned question using a mental calculation strategy.
5. Take students' responses.
6. Guide students where required.

CONCLUSION / SUM UP

Tell students that:

1. We can do 2-digit addition using a mental calculation strategy.
2. Break the 2-digit number into tens and ones.
3. Add tens with tens and ones with ones.
4. Add tens and ones to get the answer.

ASSESSMENT

1. Write the following questions on the board.

   18 + 10 = _____

   15 + 20 = _____

2. Ask students to answer the given questions using mental calculation strategies and write answers in their notebooks.

3. Take students' responses.
4. Guide students where required.

HOMEWORK / FOLLOW UP

Do questions (a) to (k) given on pages 34 and 35 of the mathematics textbook.

Month

3

LESSON 15

ADDITION OF 3-DIGIT NUMBERS (WITHOUT CARRYING)

STUDENT LEARNING OUTCOMES

1. Add 3-digit numbers and ones without carrying.
2. Add 3-digit numbers and 2-digit numbers without carrying.
3. Add 3-digit numbers and 3-digit numbers without carrying.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Identify place value till hundred.
2. Add 3-digit numbers without carrying.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Ask students, what is the smallest 3-digit number.
2. Take students' responses and write 100 on the board.
3. Ask students to give some examples of 2-digit numbers.
4. Take students' responses and write some of them (11, 21, 32) on the board.
5. Ask students to give examples of 1-digit numbers.
6. Take students' responses and write 1-9 on the board.
7. Tell students that in today's session they will learn to add 3-digit numbers to 1-digit and 2-digit numbers.

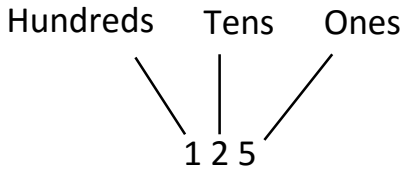
DEVELOPMENT

Activity 1:

1. Write the following question on the board:

   125 + 4

2. Tell students that 125 is a 3-digit number and 4 is a 1-digit number.
3. Show the place value of each digit in the given number (125) as follows:



4. Draw the following table on the board:

	Hundreds	Tens	Ones
+			

5. Ask a student to write 125 and 4 in the box for addition.

	Hundreds	Tens	Ones
	1	2	5
+			4

6. Ask the other students to note that 5 is written in the column of 'ones', 2 in the column of 'tens', and 1 in the column of 'hundreds'.
7. Tell students that we will add ones with ones only as 4 is a 1-digit number.
8. Call a student and ask him/her to answer the question on the board.
9. Guide the student where necessary.

Activity 2:

1. Divide the class into 6 groups.
2. Assign each group an addition question as follows:

Group 1 524 + 23	**Group 2** 422 + 52	**Group 3** 725 + 23
Group 4 655 +334	**Group 5** 324 +243	**Group 6** 449 +430

3. Ask each group to discuss and answer the question in a notebook.

4. Instruct students to write H, T, and O in the space provided above the 3-digit number.
5. Tell students to start addition from the ones and move to tens and hundreds.
6. Tell students to follow the rules of addition, add ones with ones, tens with tens, and hundreds with hundreds to get the answer.
7. Ask one student from each group to write their answer on the board.
8. Check students' answers and guide where required.

CONCLUSION / SUM UP

Tell students that:

1. In 3-digit numbers, the place value of the digits is H, T, and O.
2. Place 1-digit number under the 'ones' of 3-digit number.
3. Add ones with ones, tens with tens, and hundreds with hundreds.

ASSESSMENT

1. Write the following questions on the board.
2. Ask students to copy the questions in their notebooks and answer them.

144	155	163
+ 5	+ 22	+ 133
_____	_____	_____

3. Check students' work.
4. Guide students where required.

HOMEWORK / FOLLOW UP

- Do question 1 of exercise 2 on pages 37 and 38 of their textbook.

LESSON

16

UNIT 2: number operations

ADDITION OF 3-DIGIT NUMBERS (WITHOUT CARRYING)

STUDENT LEARNING OUTCOME

- Solve real-life numbers stories involving the addition of 3-digit numbers without carrying.

INFORMATION FOR TEACHERS

The teachers should know how to:

1. Solve real-life number stories, involving the addition of 3-digit numbers without carrying.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Ask students to suppose that there are 150 girls and 120 boys in your school.
2. Ask students, how do we know how many students are there in the school altogether.
3. Take student's responses.
4. Tell students that we can use 3-digit addition in our daily life situations, and in today's lesson we will solve some real-life numbers stories involving the addition of 3-digit numbers.

DEVELOPMENT

Activity 1:

1. Write the following question on the board and ask students to copy it in their notebooks.

   Sara and Jameel went to the market for shopping. Sara bought a cake for Rs. 550 for her mother and Jameel bought a shirt for Rs. 240 for his father. Find the total amount of money they spent altogether?

2. Read the question aloud.

3. Ask a volunteer to explain the question to the class.
4. Clarify the question where required.
5. Select student randomly and ask him/her to write the values of the given question in vertical form for addition.
6. Ask students to answer the question following the rules of the 3-digit addition learned in the previous class.
7. Check students' work and guide where necessary.

Activity 2:

1. Divide students into 3 groups.
2. Ask each group to think of some everyday examples where 3-digit addition is used at their homes and make a list. (Expected responses: Calculating money for shopping, runs in a cricket match, counting marks in a report card, etc.)
3. Give them appropriate time for brainstorming and discussion.
4. Divide the board into three columns and label them as 'Group 1', 'Group 2' and 'Group 3'.
5. Take students' responses group-wise and write in their respective columns.
6. Guide students where necessary.

CONCLUSION / SUM UP

Tell students that:

1. We can use 3-digit addition to solve real-life situations.
2. Ones are added with ones, tens with tens, and hundreds with hundreds.

ASSESSMENT

1. Write the following question on the board.

   In a basket, there are 111 red balls and 110 green balls. Find out the total number of balls in the basket.
2. Ask students to answer the given question in their notebooks.
3. Check students' responses.
4. Guide students' where necessary.

HOMEWORK / FOLLOW UP

Do question 2 of exercise 2 on page 38 of the textbook.

LESSON

17

UNIT 2: NUMBER OPERATIONS

ADDITION OF 3-DIGIT NUMBERS (WITH CARRYING)

STUDENT LEARNING OUTCOMES

1. Add 3-digit number and 1-digit number with carrying of tens and hundreds.
2. Add 3-digit number and 2-digit number with carrying of tens and hundreds.
3. Add 3-digit number and 3-digit number with carrying of tens and hundreds.

INFORMATION FOR TEACHERS

The teachers should know the process of addition with carrying of tens and hundreds.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Ask students what is the greatest 2-digit number.
2. Take their responses and write 99 on the board.
3. Ask students what is the greatest 3-digit number.
4. Take their responses and write 999 on the board.
5. Ask them what do we get when we add 9 and 9.
6. Take their responses and write 18 on the board.
7. Show students addition of two 1-digit numbers with carrying resulting in a 2-digit number.
8. Tell students that in today's session they will learn how to add 1-digit and 2-digit numbers to 3-digit numbers with carrying.

DEVELOPMENT

Activity 1:

1. Divide the board into three columns.

2. Label the columns as '1-digit', '2-digit' and '3-digit'.
3. Write one question in each column as follows.

1-digit	2-digit	3-digit
H T O 1 6 5 + 8	H T O 5 2 3 + 8 7	H T O 2 3 9 + 4 9 6

4. Answer the first question (1-digit) with students.
5. Draw their attention towards the placement of digits i.e., 'ones' is placed under 'ones'.
6. Randomly select a student and ask him/her to add 5 and 8.
7. Take student's response and tell him/her that the answer is a 2-digit number i.e., 13. Write 3 at ones place. Carry 1 ten to the tens place (write small 1 above 6).
8. Again, randomly select a student to add 6 and 1.
9. Take the student's response and write 7 at the 'tens' place.
10. Ask the whole class what to do with the last digit '1'.
11. Take students' responses and tell them that there is no digit under 1 so it means there is 1 + 0 = 1
12. Write down 1 at the 'hundreds' place.
13. Answer the second question (2-digit) with students.
14. Draw their attention towards the placement of digits i.e., 'ones' is placed under 'ones' and 'tens' is placed under 'tens'.
15. Randomly select a student and ask to add 3 and 7.
16. Take student's response and write 0 at ones place. Carry 1 ten to the tens place (write small 1 above 2).
17. Again, randomly select a student to add 8 and 2 and then add small 1 (carry).
18. Take student's response and write 1 at the 'tens' place. Carry 1 hundred to the hundreds place (write small 1 above 5).
19. Select a student and ask what to do with the last digit '5' and small 1 (carry).
20. Take his/her response and write 6 at the 'hundreds' place.
21. Answer the third question (3-digit) with students.
22. Draw their attention towards the placement of digits i.e., 'ones' is placed under 'ones', 'tens' is placed under 'tens' and 'hundreds' is placed under 'hundreds'.
23. Randomly select a student and ask to add 9 and 6.
24. Take student's response and write 5 at ones place. Carry 1 ten to the tens place (write small 1 above 3).

25. Again, randomly select a student to add 3 and 9 and then add small 1 (carry).
26. Take student's response and write 3 at the 'tens' place. Carry 1 hundred to the hundreds place (write small 1 above 2).
27. Ask another student to add 2 and 4 and then add small 1 (carry).
28. Take his/her response and write 7 at the 'hundreds' place.

CONCLUSION / SUM UP

Tell students that:

1. Ones are added with ones, tens are added with tens, and hundreds are added with hundreds.
2. When the sum of ones is more than 9 after adding, then 10 ones make 1 ten. Carry 1 ten to the tens place.
3. When the sum of tens is more than 9 after adding, then 10 tens make 1 hundred. Carry 1 hundred to the hundreds place.

ASSESSMENT

1. Write the following questions on the board.
2. Ask students to copy and answer the questions in their notebooks.

222	345	546
+ 8	+ 55	+ 366
_____	_____	_____

3. Check students' work.
4. Guide students where required.

HOMEWORK / FOLLOW UP

Do question 1 of exercise 3 given on pages 41 and 42 of their textbook.

LESSON 18

ADDITION OF 3-DIGIT NUMBERS (WITH CARRYING)

STUDENT LEARNING OUTCOME

- Solve real-life number stories involving the addition of 3-digit numbers with carrying of tens and hundreds.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Add two 3-digit numbers with carrying.
2. Solve real-life number stories, involving the addition of 3-digit numbers with carrying.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Call a volunteer to stand in front of the class.
2. First, give him/her 145 rupees and then 165 rupees.
3. Ask students how can they find the amount of money given to him/her altogether.
4. Take students' responses.
5. Tell students that in today's session they will learn how to use 3-digit addition with carrying in real-life situations.

DEVELOPMENT

Activity 1:

1. Write the following question on the board.

   Sana and Asif went to the market for shopping. Sana bought a wristwatch for Rs. 655 for her mother and Asif bought sunglasses for Rs. 265 for his brother. How much money did they spend altogether?

2. Ask a students to read the given question aloud and explain it to the class.
3. Ask another student, what mathematical operation will be used in this question.

4. Take student's response and write 'addition' on the board.
5. Select a student randomly and ask him/her to copy down the numbers in a vertical form on the board.
6. Remind him/her that ones are written under ones, tens are written under tens and hundreds are written under hundreds.

   6 5 5 wristwatch

   + 2 6 5 sunglasses

7. Tell them that when the sum of ones is more than 9 after adding, then 10 ones make 1 ten. Carry 1 ten to the tens place. Similarly, when the sum of tens is more than 9 after adding, then 10 tens make 1 hundred. Carry 1 hundred to the hundreds place.
8. Check students' work.
9. Guide students where necessary.

CONCLUSION / SUM UP

1. Tell students that we can use the addition of 3-digit numbers with carrying in real-life situations.

ASSESSMENT

1. Write the following question on the board. Ask students to copy and answer the question in their notebooks.

   In a box, there are 173 green balls and 147 red balls. Find the total number of balls (both green and red) in the box?

2. Check students' work.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Do question 2 of exercise 3 given on page 42 of their textbook.

LESSON 19

SUBTRACTION OF 2-DIGIT NUMBERS (WITH BORROWING)

STUDENT LEARNING OUTCOMES

- Subtract 1-digit number from 2-digit numbers with borrowing.
- Subtract 2-digit numbers from 2-digit numbers with borrowing.
- Solve real-life number stories of subtraction of 2-digit numbers with borrowing.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. subtract 2-digit numbers with borrowing.
2. use subtraction in real-life situations.

DURATION / NO OF PERIODS: 35 MINUTES / PERIOD 1

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Chart showing toffees, Textbook

INTRODUCTION

1. Write down the following question on the board and read aloud.
   Suppose that you have 24 rupees. You buy toffees for 5 rupees. The money that is left after buying toffees would be more than 24 rupees or less than 24 rupees.
2. Take students' responses.
3. Tell students that the money left would be less than 24 rupees. This is called subtraction.
4. Tell students that in today's session they will learn how to do subtraction of 1-digit and 2-digit numbers with borrowing.

DEVELOPMENT

Activity 1:

1. Paste the following chart on the board:

Packet containing 20 toffees

6 toffees given to the brother

2. Write the following question on the board and read aloud.
   You have a packet of 20 toffees. You give 6 toffees to your brother. How many toffees are left in the packet?
3. Ask one student to explain the question to the class.
4. Guide the student where required.
5. Ask students, which mathematical operation will be used to answer the given question.
6. Take students' responses and write 'subtraction' on the board.
7. Ask a student to write the given numbers in vertical form on the board.

	T	O
	2	0
–		6

8. Ask students, can you subtract 6 from 0.
9. Take students' responses and tell them we cannot subtract a bigger number from a smaller number. Suppose you have 1 pencil and your class fellow asks you to give him/her 3 pencils, can you give?
10. Tell students that since you cannot subtract 6 from 0, you can borrow (1 ten) from the tens place and carry to the ones place (as shown below). 1 tens + 0 ones = 10 ones In this way, 2 at tens place will become 1.

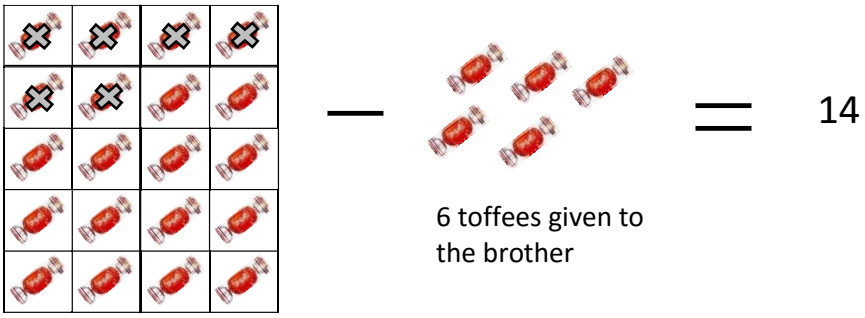
Tens	Ones
2	0

→

Tens	Ones
1	4

	T	O
	1	10
–		6

11. Ask students to subtract 6 from 10.
12. Take students' responses and write 4 on the board.
13. Ask students to look at the digit at tens place. It is 1. Since there is no digit under 1, it means it is 0. Subtracting 0 from 1 will give 1.
14. Write 1 at tens place in the answer.
15. Guide students to write the answer as a statement i.e., There are 14 toffees left in the packet.
16. Go back to the chart, cross out 6 toffees of the packet and ask students to count the remaining ones.



17. Take students' responses and write 14 in place of the answer.
18. Guide students where required.

CONCLUSION / SUM UP

Tell students that:

1. While solving the question, subtract ones first.
2. Borrow means to take 1 ten from the tens place and carry to the ones place.
   1 tens + 0 ones = 10 ones

LESSON

20

UNIT 2: NUMBER OPERATIONS

SUBTRACTION OF 2-DIGIT NUMBERS (WITH BORROWING)

STUDENT LEARNING OUTCOMES

- Recap the concept of subtraction and borrowing in 1-digit subtraction.
- Tell students that in today's lesson they will be practising subtraction of 2-digit numbers from 2-digit numbers with borrowing.

DURATION / NO OF PERIODS: 35 MINUTES / PERIOD 2

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Chart showing subtraction word problem, Textbook

DEVELOPMENT

Activity 1:

1. Divide the class into 4 groups.
2. Assign each group a 2-digit subtraction question as follows.

Group 1	Group 2	Group 3	Group 4
T O 7 5 – 3 7	T O 6 8 – 1 9	T O 4 6 – 2 8	T O 3 1 – 1 3

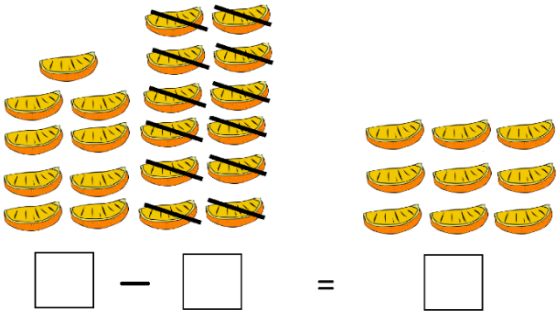
3. Ask each group to discuss and answer the question in a notebook.
4. Tell them to follow the rules of subtraction with borrowing learned in the previous lesson.
    i. Subtract ones with ones and tens with tens.
    ii. When borrowing, you can take (1 ten) from the tens place and carry to the ones place. 1 tens + 0 ones = 10 ones
    In this way, the number at tens place will become one less.
5. Ask one student from each group to write their answer on the board.
6. Ask other students to see the answers on the board and comment if the answer is right or wrong.

7. Take students' responses. Help students arrive at the correct answer.

Activity 2:

1. Paste the following chart on the board.

There are 21 orange slices. Sana eats 12 of them. How many orange slices are left now?



2. Read the question aloud.
3. Ask a volunteer to describe the question to the class.
4. Guide the student if required.
5. Ask the students to work in pairs to fill in the boxes in the chart.
6. Guide them to:
    i. Count the total number of orange slices and write in the first box.
    ii. Count the crossed-out orange slices and write in the second box.
    iii. Write these numbers in vertical form to perform subtraction with borrowing.
    iv. Write the answer in the third box.
7. Randomly select a few students to come to the board and fill the boxes on the chart.

CONCLUSION / SUM UP

Give some clue words for subtraction to the students. This will help them to identify the mathematical operation required in the given question.

left, how many more, how many less/fewer, remain, difference

ASSESSMENT

1. Write the following word problems on the board.
    i. Yasir has 34 pencils and Aslam has 18 pencils. How many more pencils does Yasir have than Aslam?

Number of pencils Yasir has	=	34 pencils
Number of pencils Aslam has	=	-18 pencils
Difference	=	pencils

Yasir has _____ pencils more than Aslam.

ii. Saima had 85 rupees for shopping. She spent 29 rupees only. What amount is left with her?

Amount of money Saima had	=	85 rupees
Amount of money spent	=	-29 rupees
Difference	=	rupees

Saima has _____ rupees left with her.

2. Ask the students to solve the given problems in their notebooks.
3. Select any two students randomly and ask them to come one by one and copy their work on the board.
4. Guide students' where required.

HOMEWORK / FOLLOW UP

Do question 2 of exercise 1 given on page 50 in their textbook.

Month

4

LESSON

21

UNIT 2: NUMBER OPERATIONS

SUBTRACTION OF 3-DIGIT NUMBERS (WITHOUT BORROWING)

STUDENT LEARNING OUTCOMES

- Subtract 1-digit number from 3-digit number without borrowing.
- Subtract 2-digit number from 3-digit number without borrowing.
- Subtract 3-digit number from 3-digit number without borrowing.

INFORMATION FOR TEACHERS

1. The teachers should be able to subtract 1-digit number, 2-digit number and 3-digit numbers from 3-digit number.

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1

MATERIALS / RESOURCES REQUIRED

- Board, Marker/ Chalk, Duster, Flashcards (Hundreds, Tens, Ones), Chart showing blocks, Textbook

INTRODUCTION

1. Write the following question on the board:

$$\begin{array}{r} 387 \\ -\ 53 \\ \hline \end{array}$$

2. Ask a student to come on board and answer the question.
3. Ask other students to see the answer on the board and comment if the answer is right or wrong.
4. Guide students where required.
5. Tell students that in today's lesson they will learn to subtract 3-digit numbers without borrowing.

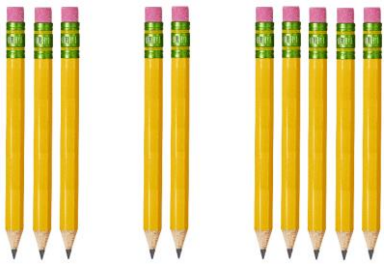
DEVELOPMENT

Activity 1:

1. Make three flashcards.

Hundreds	Tens	Ones

2. Select three students randomly and ask them to stand in front of the class.
3. Give one flashcard to each student and ask them to clip their cards on their chest.
4. Ask students (with flashcards) to stand in order of hundreds, tens and ones facing the class.
5. Make three sets of pencils. One set should have 3 pencils, the second set should have 2 pencils and the last set should have 5 pencils.
6. Place these sets of pencils on the teacher's table in the order shown below.



7. Write the number 325 on the board.
8. Give the set of pencils to the students (with flashcards) as follows:

   Student with flashcard Hundreds: Set of three 3 pencils

   Student with flashcard Tens: Set of 2 pencils

   Student with flashcard Ones: Set of 5 pencils
9. Ask the class if you want to subtract 3 from 325, from which student you will take the pencils.
10. Take students' responses and take 3 pencils from the student with flashcard Ones.
11. Ask the student (with flashcard Ones), how many pencils you have now.
12. Take his/her response.
13. Ask a student to come and write the numbers in vertical form on the board.

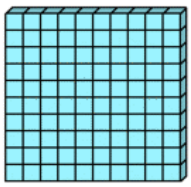
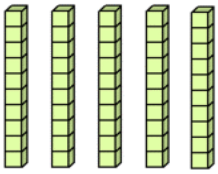
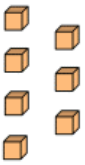
$$\begin{array}{r} 325 \\ -\ \ 3 \\ \hline \square \end{array}$$

14. Select a student randomly and ask him/her to answer the question on the board.
15. Write 2 at ones place in the answer box.
16. Ask students (with flashcards Tens and Hundreds), how many pencils do you have.

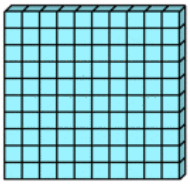
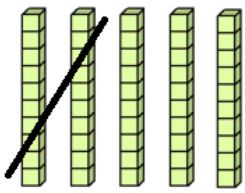
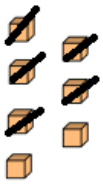
17. Take their responses and write 2 at tens place and 3 at hundreds place.
18. Tell students that in 1-digit subtraction, we subtract one number from the other at ones place only.

Activity 2:

1. Paste the following chart on the board.

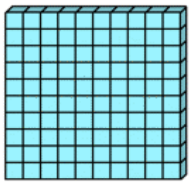
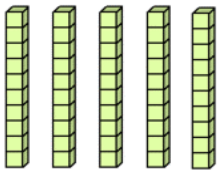
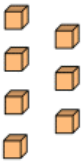
	Hundreds	Tens	Ones
			
	1	5	7
-			

2. Ask the whole class to read the number written in the table.
3. Take their responses and repeat the number as one hundred and fifty-seven.
4. Tell students that we have to subtract 25 from 157.
5. Ask the class, where should we write 25 in the given table.
6. Take their responses.
7. Tell them that 25 is a 2-digit number and we will write ones under ones and tens under tens.
8. Write 5 in the column of 'ones' and 2 in the column of 'tens'.

	Hundreds	Tens	Ones
			
	1	5	7
-		2	5
	1	**3**	**2**

9. Select a student randomly and ask him/her to subtract 5 from 7 and enter the answer in the table. Ask the student to cross out blocks in the given chart to show subtraction.
10. Guide the student if required.

11. Select another student randomly and ask him/her to subtract 2 from 5 and enter the answer in the table. Ask the student to cross out blocks in the given chart to show subtraction.
12. Guide the student if required.
13. Ask students to look at the number at hundreds place. It is 1. There is no digit under 1. It means there is 0. 1 – 0 = 1
14. Write 1 at hundreds place and the answer will be 132.

	Hundreds	Tens	Ones
			
	1	5	7
-		2	5
	1	**3**	**2**

CONCLUSION / SUM UP

Conclude the lesson by telling the students that in subtraction without borrowing we subtract the digit at ones place from the digit at ones place and the digit at tens place from the digit at tens place.

LESSON

22

UNIT 2: NUMBER OPERATIONS

SUBTRACTION OF 3-DIGIT NUMBERS (WITHOUT BORROWING)

INTRODUCTION

1. Recap 2-digit subtraction by writing the following questions on the board.
2. Ask students to copy the questions in their notebooks and answer them.

Hundred	Ten	Ones
6	4	7
–	3	4

Hundred	Ten	Ones
5	8	3
–	6	1

3. Check students' responses. Help students reach the right answer.
4. Tell students that in today's lesson they will learn 3-digit subtraction without borrowing.

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2

MATERIALS / RESOURCES REQUIRED

- Board, Marker/ Chalk, Duster, 3 Number trays, Textbook

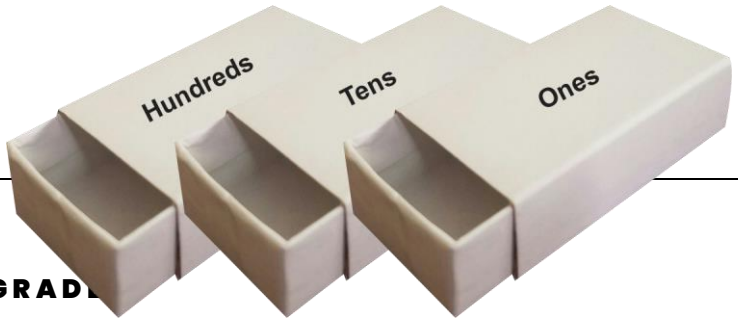
DEVELOPMENT

Activity 1:

1. Divide the class into four groups. Give each group a 'number tray' and some pebbles.

Method of making NUMBER TRAY

Take three empty matchboxes and consider them as trays. Put them together in such a way that they open easily like drawers (as shown below). Label the first matchbox as ones, the second matchbox as tens and the third matchbox as hundreds.



2. Write a 3-digit number 457 on the board.
3. Tell students of each group to put the pebbles in their number tray as follows:
    - 4 pebbles in the matchbox labelled as 'hundreds'
    - 5 pebbles in the matchbox labelled as 'tens'
    - 7 pebbles in the matchbox labelled as 'ones'
4. Instruct students to place the number trays in the correct order i.e., H T O
5. Write another 3-digit number 235 on the board.
6. Tell students, we have to subtract 235 from 457. For this, we will take out pebbles from the number tray.
7. Ask each group to recall the rule (subtract ones from ones, tens from tens and hundreds from hundreds) and take out pebbles from the number tray as follows:
    - 2 pebbles from the matchbox labelled as 'hundreds'. This means subtracting 2 hundreds from 4 hundreds.
    - 3 pebbles from the matchbox labelled as 'tens'. This means subtracting 3 tens from 5 tens.
    - 5 pebbles from the matchbox labelled as 'ones'. This means subtracting 5 ones from 7 ones.
8. Ask each group to count the remaining number of pebbles in their number tray.
9. Select a student randomly and ask him/her to write the numbers in vertical form on the board.
10. Call a student from any one group on the board and ask him/her to write the answer.

$$\begin{array}{r} 457 \\ -\ 235 \\ \hline 222 \end{array}$$

11. Check student's response.
12. Guide the group if required.
13. Ask the remaining groups to match their answer with the one written on the board.
14. In case of discrepancy, explain the solution again.

CONCLUSION / SUM UP

Conclude the lesson by telling the students that in subtraction without borrowing, we subtract:

1. the digit at ones place from the digit at ones place,
2. the digit at tens place from the digit at tens place, and
3. the digit at hundreds place from the digit at hundreds place.

ASSESSMENT

1. Divide the board into three columns. Label each column as follows:

1-digit Subtraction	2-digit Subtraction	3-digit Subtraction

2. Write the following questions in the table.

1-digit Subtraction	2-digit Subtraction	3-digit Subtraction
348 – 5 ☐	688 – 27 ☐	946 – 325 ☐

3. Select three students randomly and ask them to come on the board to answer one question.
4. Check the answers one by one and ask the rest of the students to comment if the answers are right.
5. Guide students where required.

HOMEWORK / FOLLOW UP

- Do question 1 of exercise 2 on page 53 of their textbooks.

LESSON

23

UNIT 2: NUMBER OPERATIONS

SUBTRACTION OF 3-DIGIT NUMBERS (WITHOUT BORROWING)

STUDENT LEARNING OUTCOME

- Solve real-life number stories of subtraction up to 3-digit without borrowing.

INFORMATION FOR TEACHERS

The teachers should be able to use subtraction of 3-digit numbers in real-life situations.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Ask students to suppose, you have received 300 rupees from your elders on Eid day. You spent 250 rupees to buy a toy. Now, you want to know how much money is left. What would you do to find out the money left?
2. Take students' responses. Tell them, you will subtract 250 rupees from 300 rupees to find out how much money is left.
3. Tell students that in today's lesson they will learn how to use subtraction of 3-digit numbers to solve daily life problems.

DEVELOPMENT

Activity 1:

1. Write the following question on the board and ask students to copy it in their notebooks.

   There are 128 guests at a party. 5 of them left early. How many guests are left?
2. Read the question aloud.
3. Ask a volunteer to explain the question to the class.

4. Clarify the question where required.
5. Guide students to write the numbers vertically for subtraction.

```
  1 2 8
-     5
-------
```

6. Ask students to answer the question following the rules of the 3-digit subtraction learned in the previous class.
7. Check students' work and guide where necessary.
8. Repeat steps 2-7 for the following questions.
   i. *There are 149 pages in a book. If Saleem has read 16 pages of that book, how many pages are left?*
   ii. *There are 365 days in a year. If a man works 234 days in a year, how many days does he not work?*

CONCLUSION / SUM UP

Tell students that:

1. We can use 3-digit subtraction to solve real-life problems.
2. Subtract ones from ones, tens from tens and hundreds from hundreds

ASSESSMENT

1. Write the following question on the board.

   Your father gives you 685 rupees. You buy a shirt for 253 rupees. How much money do you have now?

Money given by father	=	rupees
Money spent to buy shirt	=	rupees
Money left	=	

2. Read the question aloud.
3. Ask a volunteer to come on the board and enter values in the first two rows.
4. Ask the rest of the students to check if the values are placed correctly.
5. Ask another volunteer to come on the board, carry out subtraction and write the answer.

Money given by father	=	685 rupees
Money spent to buy shirt	=	253 rupees
Money left	=	- 432 rupees
You have 432 rupees now.		

6. Ask the rest of the students to check if the answer is correct.
7. Guide students' where necessary.

HOMEWORK / FOLLOW UP

Do question 2 of exercise 2 on page 53 of the textbook.

LESSON

24

SUBTRACTION OF 3-DIGIT NUMBERS (WITH BORROWING)

STUDENT LEARNING OUTCOMES

- Subtract 1-digit number from 3-digit number with borrowing.
- Subtract 2-digit number from 3-digit number with borrowing.
- Subtract 3-digit number from 3-digit number with borrowing.

INFORMATION FOR TEACHERS

The teachers should be able to subtract 1-digit, 2-digit and 3-digit number from 3-digit number with borrowing.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Ask students what is the smallest 3-digit number.
2. Take students' responses. On the board, write 100 as the smallest 3-digit number.
3. Ask students, what is the biggest 1 - digit number.
4. Take students' responses. On the board, write 9 as the biggest 1-digit number.
5. Ask students, how we can subtract 9 from 100.
6. Take students' responses and write 9 and 100 vertically on the board with a subtraction sign.

```
  1 0 0
-     9
-------
```

7. Select a student randomly and ask him/her to subtract 9 from 0.
8. Take student's response that 9 cannot be subtracted from 0 because 9 is a bigger number than 0.
9. Ask the student what do we do in such case?
10. Take student's response that we borrow.
11. Tell students that in today's lesson they will learn to do 3-digit subtraction with borrowing.

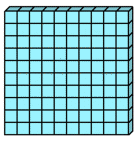
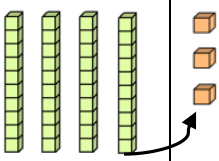
DEVELOPMENT

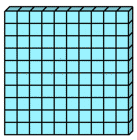
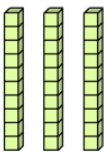
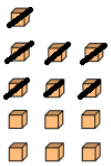
Activity 1:

1. Write the following question on the board.

$$\begin{array}{r} 1\,4\,3 \\ -\quad 7 \\ \hline \end{array}$$

2. Ask students, can we subtract 7 from 3.
3. Take students' responses that we cannot subtract 7 from 3 as 7 is greater than 3.
4. Ask students, what should we do?
5. Take students' responses that we will borrow.
6. Place the following chart on the board.

Hundreds	Tens	Ones
		
1	4	3

Hundreds	Tens	Ones
		
1	3	6

7. Tell students that we will borrow 1 ten as 10 ones from the tens place and carry to the ones place. Thus, 1 tens will be borrowed by 3 ones to become 13.
8. Now, carry out subtraction as follows:
   i. Subtract the ones. Borrow 1 tens as 10 ones from the tens place and carry to the ones place. 13 ones − 7 ones = 6 ones

$$\begin{array}{r} 1^{3}\,\cancel{4}^{1}\,3 \\ -\quad 7 \\ \hline 6 \end{array}$$

   ii. Subtract the tens. 3 tens − 0 tens = 3 tens

$$\begin{array}{r} 1^{3}\,\cancel{4}^{1}\,3 \\ -\quad 7 \\ \hline 3\;\;6 \end{array}$$

   iii. Subtract the hundreds. 1 hundreds − 0 hundreds = 1 hundreds

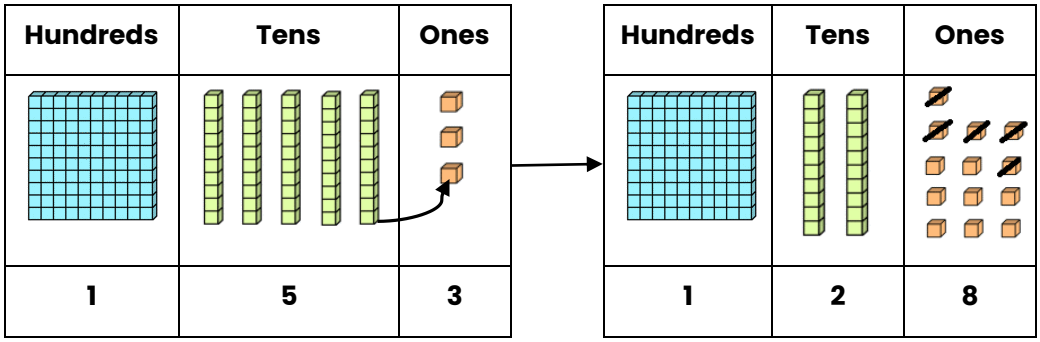
$$\begin{array}{r} 1^{3}\,\cancel{4}^{1}\,3 \\ -\quad\;\; 7 \\ \hline 1\;\;3\;\;6 \end{array}$$

Activity 2:

1. Write the following question on the board:

$$\begin{array}{r} 153 \\ - \quad 25 \\ \hline \end{array}$$

2. Ask students to answer the question in their notebooks.
3. Make pairs of students and tell them to exchange their answer with each other.
4. Show the working on the board and ask students to check their peer's work from it.
5. Place the following chart on the board.



6. Tell students that 1 tens will be borrowed by 3 ones to become 13.
7. Now, carry out subtraction as follows:
   i. Subtract the ones. Borrow 1 tens as 10 ones from the tens place and carry to the ones place. 13 ones – 5 ones = 8 ones

$$\begin{array}{r} 1^{4}\,\cancel{5}^{\,1}\,3 \\ - \quad 2\;5 \\ \hline 8 \end{array}$$

   ii. Subtract the tens. 4 tens – 2 tens = 2 tens

$$\begin{array}{r} 1^{4}\,\cancel{5}^{\,1}\,3 \\ - \quad 2\;5 \\ \hline 2\;8 \end{array}$$

   iii. Subtract the hundreds. 1 hundred – 0 hundreds = 1 hundred

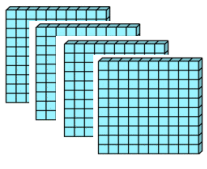
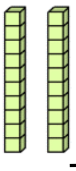
$$\begin{array}{r} 1^{4}\,\cancel{5}^{\,1}\,3 \\ - \quad 2\;5 \\ \hline 1\;2\;8 \end{array}$$

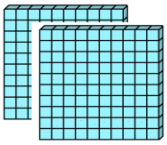
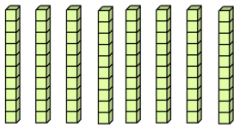
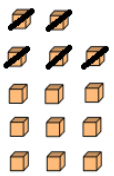
Activity 3:

1. Write the following question on the board.

$$\begin{array}{rr} & 424 \\ - & 135 \\ \hline & \end{array}$$

2. Make suitable groups of the students.
3. Ask students, to answer the given question in groups in a notebook.
4. Visit each group and guide students where required.
5. Answer the question on the board and ask all the groups to match their working with the ones shown on the board.
6. Place the following chart on the board.

Hundreds	Tens	Ones
		
4	2	4

Hundreds	Tens	Ones
		
2	8	9

7. Tell students that 1 tens will be borrowed by 4 ones to become 14.
8. Now, carry out subtraction as follows:
   i. Subtract the ones. 2 is at tens place. So, we borrow 1 hundred as 10 tens from the hundreds place and carry to the tens place. The, we borrow 1 ten as 10 ones from the tens place and carry to the ones place. 14 ones – 5 ones = 9 ones

$$\begin{array}{rr} & {}^{3}\cancel{4}\,{}^{11}\cancel{2}\,{}^{1}4 \\ - & 135 \\ \hline & 9 \end{array}$$

   ii. Subtract the tens. 11 tens – 3 tens = 8 tens

$$\begin{array}{rr} & {}^{3}\cancel{4}\,{}^{11}\cancel{2}\,{}^{1}4 \\ - & 135 \\ \hline & 89 \end{array}$$

   iii. Subtract the hundreds. 3 hundreds – 1 hundreds = 2 hundreds

$$\begin{array}{rr} & {}^{3}\cancel{4}\,{}^{11}\cancel{2}\,{}^{1}4 \\ - & 135 \\ \hline & 289 \end{array}$$

CONCLUSION / SUM UP

Tell students that in today's lesson we have learned about the subtraction of 1-digit number, 2-digit number and 3-digit number from 3-digit number with borrowing.

ASSESSMENT

1. Write the following questions on the board and ask students to answer in their notebooks.

723	156	831
− 77	− 78	− 153
____	____	____

2. Check students' responses.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Do question 1 of exercise 3 on page 57 of the textbook.

LESSON

25

SUBTRACTION OF 3-DIGIT NUMBERS (WITH BORROWING)

STUDENT LEARNING OUTCOME

- Solve real-life number stories of subtraction up to 3-digit with borrowing.

INFORMATION FOR TEACHERS

The teachers should be able to use subtraction of 3-digit numbers in real-life situations.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Money (9 ten-rupee notes and 2 five-rupee coins), Textbook

INTRODUCTION

1. Call two students to stand in front of the class.
2. Give one student 100 rupees (9 ten-rupee notes and 2 five-rupee coins).
3. Ask that student to give 65 rupees to the other student.
4. Ask the student (who had 100 rupees), what would you do to find out the money that is left with you.
5. Take his/her response and tell that we will subtract 65 rupees from 100 rupees.
6. Tell students that in today's lesson they will learn to use 3-digit subtraction with borrowing to solve real-life problems.

DEVELOPMENT

Activity 1:

1. Write the following question on the board.

   There are 635 pages in a book. You have read 457 pages. How many more pages do you have to read to finish the book?

		H	T	O
Total pages =				
Pages read =	-			
Pages left =				

2. Teacher should read the question aloud and explain it.
3. Ask all the students to copy the table in their notebooks and enter the values of the given question in it.
4. Ask them to answer the question and share their answer.
5. Take students' responses and guide if required.
6. Ask a volunteer to answer the given question and write the answer in the table.
7. Ask the rest of the students to check and comment whether the answer is correct.
8. Guide students where required. Explain the concept of borrowing for subtraction in this case. You cannot subtract 7 from 5 which is why you need to borrow 1 from 3, which leaves behind two and 5 becomes 15. 15 minus 7 is 8. When you move to tens again you cannot subtract 5 from 2, so you borrow 1 from 6, which leaves behind 5. And 2 becomes 12, 12 minus 5 will be 7. Lastly you have 5 minus 4 which is 1.

		H	T	O
Total pages =		6	3	5
Pages read =	-	4	5	7
Pages left =		1	7	8

9. Tell students that the answer will be written as:

   I will read 178 pages more to finish the book.

Activity 2:

1. Write the following question on the board and ask students to answer it in their notebooks.

   On a train, there are 265 passengers. If 169 passengers get off the train at a station, how many passengers are left on the train?

   Total number of passengers =

   Number of passengers get off =

   Number of passengers left =

   There are _____ passengers left on the train.

2. Ask the class to answer the given questions in their notebook.
3. Make pairs of students and ask them to check each other's work.

4. Monitor's students' work and guide if needed.

CONCLUSION / SUM UP

Tell students that:

1. We can use subtraction of 3-digit numbers with borrowing to solve real-life problems.
2. After reading the question copy down numbers in vertical form.
3. Subtract ones with ones, tens with tens and hundreds with hundreds.
4. Write the answer in the form of a statement.

ASSESSMENT

1. Write the following question on the board and ask students to answer it in their notebooks.

   In a basket, there are 265 marbles. If Zaid gives 176 marbles to Rashid, how many marbles are left in the basket?

   Total number of marbles =

   Number of marbles given =

   Number of marbles left =

   There are _____ marbles left in the basket.

2. Check students' responses and guide where required.

HOMEWORK / FOLLOW UP

Do question 2 of exercise 3 on page 57 of the textbooks.

LESSON

26

UNIT 2: NUMBER OPERATIONS

SUBTRACTION OF 3-DIGIT NUMBERS (WITH BORROWING)

STUDENT LEARNING OUTCOME

- Analyze simple situations identifying correct operation of addition and subtraction with carrying/borrowing in mixed form.

INFORMATION FOR TEACHERS

The teachers should be able to identify and use mixed operations in simple situations.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Chart showing mixed operation questions, Textbook

INTRODUCTION

1. Select two students randomly and ask them to stand in front of the class.
2. Call one student as Student A and the other as Student B.
3. Give some pencils (13 pencils) to Student A and ask him/her to count them.
4. Take Student A's response and give 7 more pencils to him/her.
5. Ask Student A to count the total number of pencils he/she has now.
6. Ask Student A to give 3 pencils to Student B.
7. Ask Student A, count and tell how many pencils do you have now?
8. Take student's response.
9. Ask the rest of the class, what Student A has done to find the answer.
10. Take students' responses.
11. Tell them that in today's lesson they will learn to solve questions in which they have to use addition and subtraction together in simple situations.

DEVELOPMENT

Activity 1:

1. Copy the following table showing clue words on the board:

Clue Words for Addition	Clue Words for Subtraction
Total	Left
In all	More than
Altogether	How many more
Sum	Remaining
Added to	Difference

2. Read both lists aloud in the class and ask students to repeat after you.
3. Tell students that these clue words will help them to identify whether they have to carry out addition or subtraction first.
4. Paste the following chart on the board.

Question	Step 1	Step 2
There are 528 birds and 395 animals in a zoo. **How many** more birds are there than animals? What is the **total** number of birds and animals altogether in the zoo?	Subtraction	Addition
A bookseller has 385 books. He buys 145 more books. Find the **total** number of books. He sells 265 books. How many books are **left** with him?		
A factory produced 624 dolls and 128 toy cars in a month. 435 dolls were sold. What is the number of **remaining** dolls? What is the **total** number of toys produced by the factory in a month?		
Sana got Rs. 500 from her mother and 300 from her father. How much money did Sana get **in all**? She gave 400 to her brother. How much money is **left** with Sana?		

5. Tell students that in the given table different questions include both addition and subtraction. Identify which process (addition or subtraction) will be carried out first and which will be carried out next.

6. Read the first question aloud and ask students to focus on the clue words in bold.
7. Tell students that the first one is done for you. In the given question, the clue word 'how many' gives a hint that we will carry out subtraction at step 1 whereas, the clue word 'total' gives a hint that we will carry out addition at step 2.
8. Make pairs of students and ask them to answer the rest of the questions in their notebooks. Check each other's responses.
9. Select three students randomly and ask them to come on the board and share their answers one by one.
10. Guide where required.

Activity 2:

1. Write the following question on the board.

   A bookseller has 475 books. He buys 165 more books. Find the total number of books.

   If he sells 365 books. Find the number of books left with him.
2. Read the question aloud.
3. Select a student randomly and ask him/her to underline the clue words in the question. (The words 'total' and 'left' will be underlined)
4. Ask the student, which operation will be carried out first and which will be carried out next.
5. Take his/her response and tell students that the word 'total' gives a hint that addition will be carried out first and the word 'left' gives a hint that subtraction will be carried out next.
6. Call a student to answer the question on the board.
7. Take his/her response. Ask the rest of the class to comment if the solution is correct.
8. Guide students where required.

CONCLUSION / SUM UP

Tell students that:

1. The questions we have done in today's session involve mixed operation which means we have to do addition as well as subtraction.
2. Use clue words to identify which process, addition or subtraction, will be carried out first.

ASSESSMENT

1. Write the following question on the board and ask the students to solve it in their notebooks.

   In an aeroplane, there are 175 passengers. 85 more passengers get into the aeroplane at the next airport. Find the total number of passengers in the aeroplane?

   If 75 passengers get down from the aeroplane at the next airport, how many passengers are left in the aeroplane now?

2. Check students' responses.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Do questions 1 and 2 on page 58 of the textbook.

LESSON

27

UNIT 2: NUMBER OPERATIONS

SUBTRACTION OF 3-DIGIT NUMBERS (WITH BORROWING)

STUDENT LEARNING OUTCOME

- Subtract numbers up to 50 using mental calculation strategies.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Convert a 2-digit number into ones and tens and then subtract it.
2. Subtract a 2-digit number using mental calculation strategies.

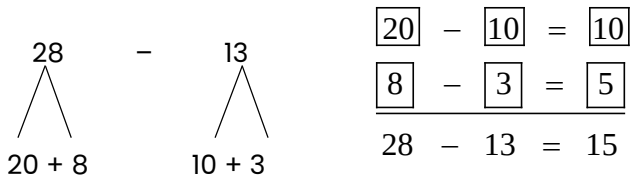
DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Write the numbers 28 and 13 on the board.
2. Ask students, how can we subtract 13 from 28 without physical calculation.
3. Note their responses and tell them that first, we convert the number 28 into 20 + 8 and the number 13 into 10 + 3.
4. Write the following on the board to explain the mental strategy.



5. Split 28 into tens and ones it becomes 20 + 8. Split 13 into tens and ones, it becomes 10+3. Subtract ones from ones i.e. 8 minus 3 =5. Subtract tens from tens, i.e. 20 minus 10=10. In total how much is left? 5 and 10 which is 15.
6. Tell students that in today's session they will learn to subtract numbers using mental calculation strategies.

DEVELOPMENT

Activity 1:

1. Write the following question on the board.
   35 – 12 = ?
2. Ask all the students to answer the question.
3. Select a student randomly and ask him/her to explain the steps of subtraction using a mental strategy.
4. Tell the student, in your mind break 35 into 30 + 5 and 12 into 10 + 2.
5. Subtract tens from tens and ones from ones to get the answer.
   20 – 10 = 10 and 8 – 3 = 5
6. Take his/her response.
7. Guide where required.

CONCLUSION / SUM UP

Tell students to remember the following steps.

i. In your mind break the number into its tens and ones.
ii. Subtract tens from tens and ones from ones to get the answer.

ASSESSMENT

1. Write the following questions on the board.
   i. 49 – 17 = ?
   ii. 30 – 10 = ?
   iii. 32 – 21 = ?
   iv. 15 – 11 = ?
   v. 27 – 13 = ?
2. Divide the class into five groups.
3. Ask each group to answer these five questions using mental strategy. Raise their hands when they are done. The group to give all correct answers in the least time will win.
4. Check answers of each group and declare the winner.

HOMEWORK / FOLLOW UP

Do questions (c) to (k) on page 60 of the textbook.

Month

5

MULTIPLICATION

STUDENT LEARNING OUTCOME

- Recognize multiplication is repeated addition (e.g., 2 + 2 + 2 = 6 is equivalent to 3 times 2 = 6 and 3 x 2 = 6) and use multiplication symbol "x".

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Know the sign of multiplication (x).
2. Know that multiplication is a repeated process of addition.
3. Carry out the process of multiplication.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Chart showing cricket balls, Chart showing teacups, 70 pebbles, Textbook

INTRODUCTION

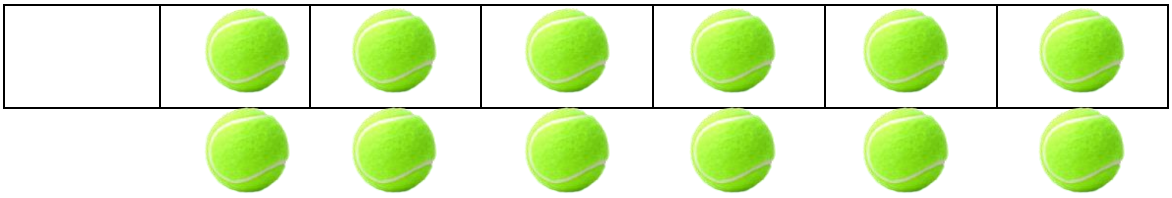
Ask students the following questions:

1. How many eyes does a boy have? (Expected answer: 2)
2. How will you find how many eyes do 10 boys have? (Expected answer: 2 + 2 + 2 + 2 + 2 = 10)
3. Take students' responses and tell students that there is an easier way to find out the answer.
4. Tell students that in today's lesson they will learn that multiplication is a repeated process of addition.

DEVELOPMENT

Activity 1:

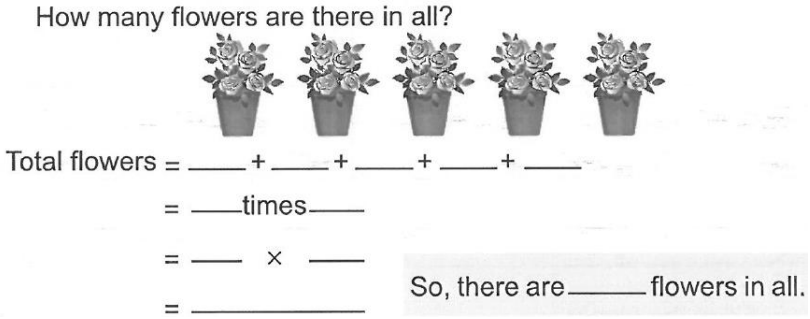
1. Display the following chart on the board.



2. Ask students the following questions:
   i. How many pairs of balls are shown on the chart? (Answer: 7)
   ii. How many balls are there in each pair? (Answer: 2)
3. Select a student randomly and ask him/her to count the total number of balls. (Answer 14)
4. Take student's response.
5. Call another student and ask him to add 2 seven times i.e., 2+2+2+2+2+2+2 = 14
6. Ask students, how many times we added 2? (Answer: 7 times)
7. Tell students that for 'times' we use the sign "x" This is called 'multiplication'.

   So, 2+2+2+2+2+2+2 = 14

   It can be written as: 2 x 7 = 14 and read as: 2 times 7 equals to 14.
8. Repeat the activity using the following chart.



9. Draw the given figures on the board.

Activity 2:

1. Divide the class into four groups.
2. Give each group a set of pebbles as follows:

   12 pebbles to group 1

   15 pebbles to group 2

   18 pebbles to group 3

   21 pebbles to group 4
3. Tell each group to arrange their pebbles in triplets, like 3 + 3 + 3
4. Call a student from group 1 and ask him/her, write your triplets in the form of addition on the board. (Answer: 3+3+3+3 = 12)
5. Ask another student of group 1, how many triplets you have. (Answer: 4)
6. Select another student of group 1 and ask, how many pebbles are there in a triplet. (Answer: 3)
7. Tell the whole class that 4 times 3 can be written as 4 x 3 = 12.
8. Repeat steps 4 - 7 with groups 2, 3, and 4.
9. Guide students where necessary.

CONCLUSION / SUM UP

Tell students that for repeated addition we simply use the sign “x” and the number with the times of repetition.

ASSESSMENT

1. Ask students the following questions:
   i. One car has 4 wheels. How many wheels will 5 cars have?
   ii. How many eyes will 6 men have?
2. Take students’ responses.
3. Guide students where necessary.

HOMEWORK / FOLLOW UP

Do questions 1 and 3 of exercise 1 on page 65 of the textbook.

LESSON

29

UNIT 2: NUMBER OPERATIONS

MULTIPLICATION

STUDENT LEARNING OUTCOME

- Complete number sequence in steps of 2, 3, 4, 5, and 10 (e.g., in steps of 2, the sequence is expressed as 2, 4, 6 . . .)

INFORMATION FOR TEACHERS

The teachers should know the multiples of 2, 3, 4, 5, 10

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Charts, Toothpicks, Textbook

INTRODUCTION

1. Write the following on the board.

   2, 4, 6, _____, _____, _____

2. Ask the whole class to tell what number will come after 6.
3. Take students' responses and tell them that in today's lesson they will learn about number sequence in steps of 2, 3, 4, 5, and 10.

DEVELOPMENT

Activity 1:

1. Call ten students to stand in front of the class in a line.
2. Ask the first student, raise your hands.
3. Ask the class to count the number of hands and say loudly the number. (Answer: 2)
4. Ask the second student, raise your hands.
5. Ask the class to continue count (go on after 2) and say loudly the number. (Answer: 4)
6. Ask the third student, raise your hands.

7. Ask the class to continue count (go on after 4) and say loudly the number. (Answer: 6)
8. Repeat steps 6-7 with the fourth, fifth, sixth student till the tenth one. As a result, the class will count the hands in pairs as 8, 10, 12, 14, 16, 18, 20.

Activity 2:

1. Divide the class into four groups and distribute toothpicks to each group as follows:

   30 toothpicks to group 1

   40 toothpicks to group 2

   50 toothpicks to group 3

   100 toothpicks to group 4
2. Instruct each group to divide the toothpicks as follows:

   Group 1 to divide toothpicks in sets of 3 toothpicks

   Group 2 to divide toothpicks in sets of 4 toothpicks

   Group 3 to divide toothpicks in sets of 5 toothpicks

   Group 4 to divide toothpicks in sets of 10 toothpicks
3. Ask all the groups to write their results in the following table drawn on the board:

Group 1	3, 6, 9, 12, 15, 18, 21, 24, 27, 30
Group 2	4, 8, 12, 16, 20, 24, 28, 32, 36, 40
Group 3	5, 10, 15, 20, 25, 30, 35, 40, 45, 50
Group 4	10, 20, 30, 40, 50, 60, 70, 80, 90, 100

CONCLUSION / SUM UP

1. Conclude the lesson by telling the students that in groups we can count a large number of things easily.

ASSESSMENT

Ask the following question from the students.

i. If you have 4 packets containing 5 toffees each, how many toffees you will have?

ii. If you have 60 pencils in a box, how many sets of 5 pencils you can make?

HOMEWORK / FOLLOW UP

Write counting up to 100 in your notebook and encircle every fifth number.

MULTIPLICATION

STUDENT LEARNING OUTCOMES

- Develop multiplication tables of 2, 3, 4, 5, and 10 till the multiplication of 10 x 10.
- Multiply numbers within multiplication tables.

INFORMATION FOR TEACHERS

The teachers should know about:

1. Concept of multiplication
2. Formation of tables
3. Multiplication of numbers

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Toffees, Charts showing multiplication tables of 2, 3, 4, 5, and 10, Textbook

INTRODUCTION

1. Place 15 pairs of toffees on the table.
2. Call 5 students to stand in front of the class.
3. Distribute 15 pairs of toffees to the five students as follows:

1 pair to the first student	2 pairs to the second student	3 pairs to the third student
4 pairs to the fourth student	5 pairs to the fifth student	

4. Explain to the students that a pair means a group of two things.
5. Ask the first student:
   - How many pairs of toffees do you have? (Answer: 1 pair)
   - How many toffees do you have? (Answer: 2)
6. Write on the board 1 x 2 = 2
7. Ask the second student:
   - How many pairs of toffees do you have? (Answer: 2 pairs)
   - How many toffees do you have? (Answer: 4)
8. Write on the board 2 x 2 = 4
9. Ask the third student:

   How many pairs of toffees do you have? (Answer: 3 pairs)

   How many toffees do you have? (Answer: 6)

10. Write on the board 3 x 2 = 6
11. Repeat steps 8 and 9 with fourth and fifth students and you will get:

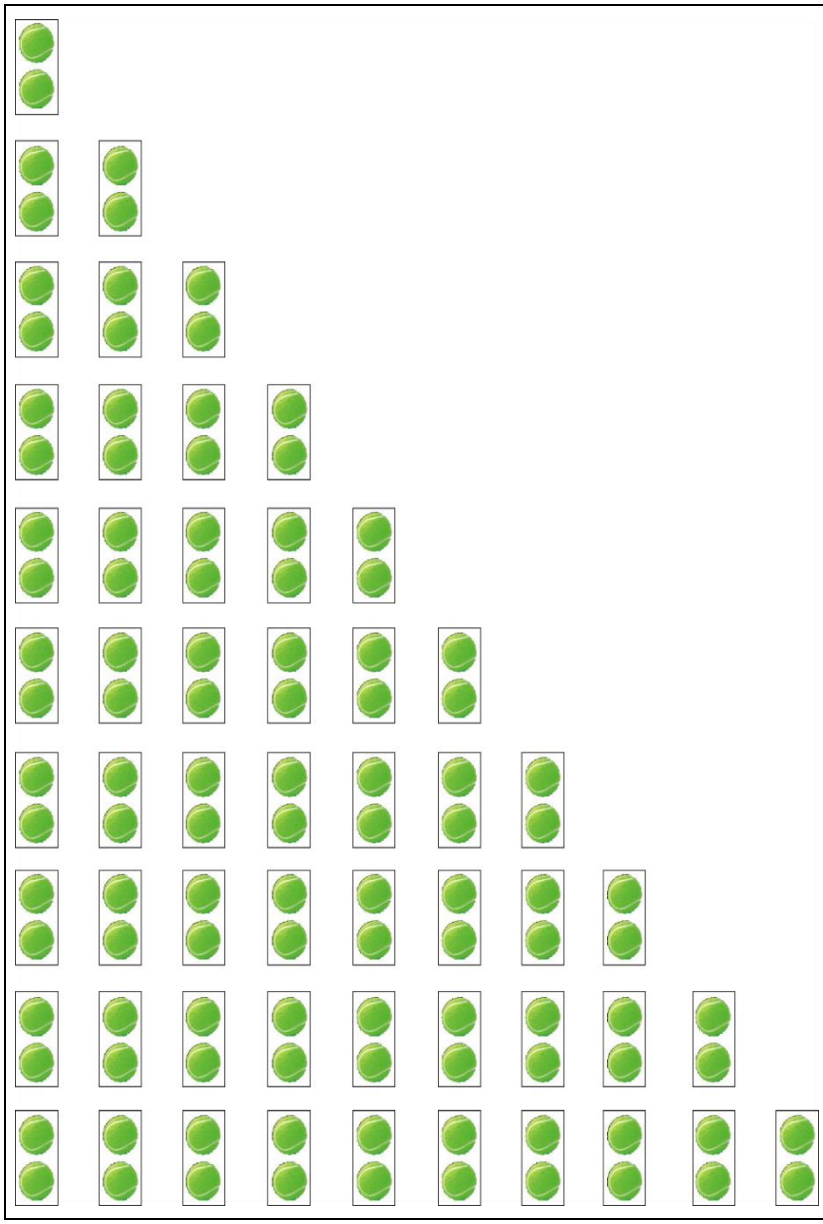
    4 x 2 = 8

    5 x 2 = 10
12. Tell students that in today's lesson they will learn about multiplication tables.

DEVELOPMENT

Activity 1:

1. Paste the following chart on the board and ask students to count the pairs of balls.

	**1**	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

Take students' responses and write them in the table.

2. Tell students that this can be written as

2 x 1 = 2

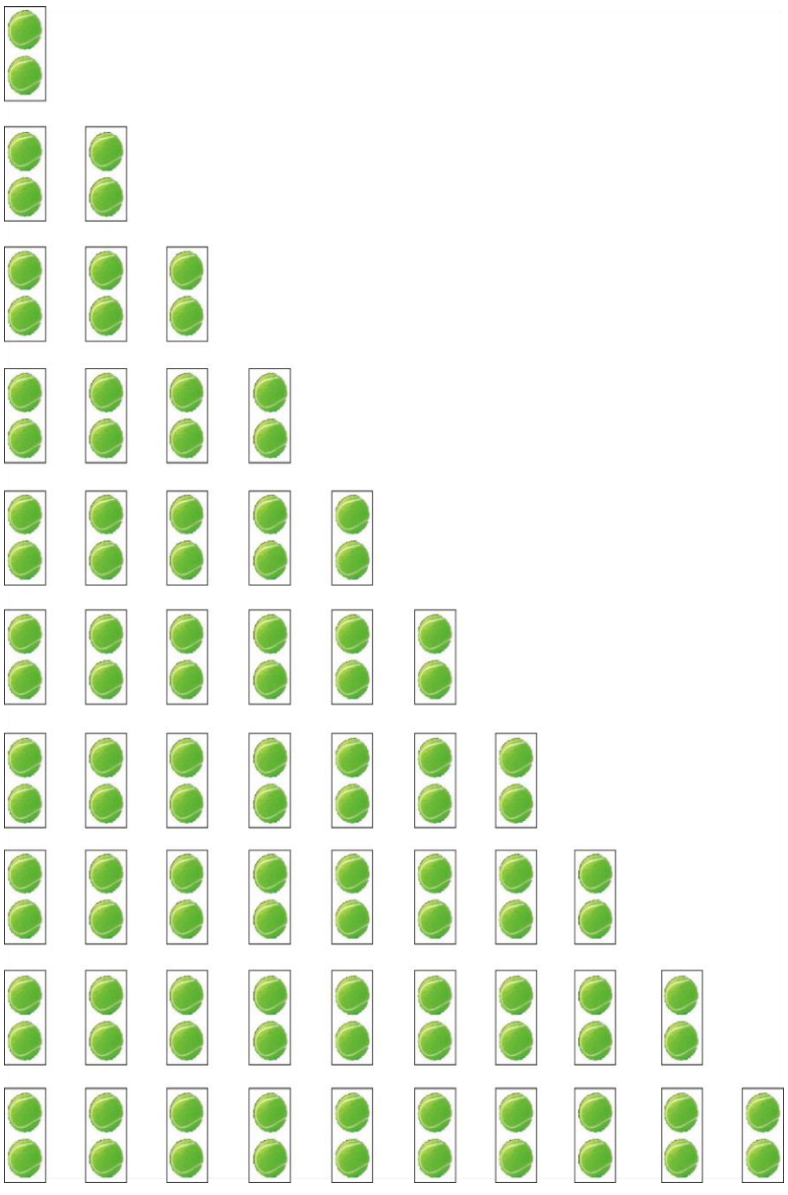
Such that: 2 = number of things in a set

x = multiplication symbol

1 = number of pairs

2 = total number of things

3. Call students one by one on the board to fill in the last column of the table.

	**1**	2 x 1 = 2	1 time 2 is 2
	2	2 x 2 = 4	2 times 2 is 4
	3	2 x 3 = 6	3 times 2 is 6
	4	2 x 4 = 8	4 times 2 is 8
	5	2 x 5 = 10	5 times 2 is 10
	6	2 x 6 = 12	6 times 2 is 12
	7	2 x 7 = 14	7 times 2 is 14
	8	2 x 8 = 16	8 times 2 is 16
	9	2 x 9 = 18	9 times 2 is 18
	10	2 x 10 = 20	10 times 2 is 20

4. Tell students that if we write these in the form of a table, it is called a multiplication table of 2.

2 x	1 =	2
2 x	2 =	4
2 x	3 =	6
2 x	4 =	8
2 x	5 =	10
2 x	6 =	12
2 x	7 =	14
2 x	8 =	16
2 x	9 =	18
2 x	10 =	20

5. Divide the class into four groups.
6. Ask each group to develop a multiplication table using the guidelines given in the previous activity (students may take help from the chart pasted on the board).
7. Assign the multiplication table to each group as follows:

   Group 1: Multiplication table of 3

   Group 2: Multiplication table of 4

   Group 3: Multiplication table of 5

   Group 4: Multiplication table of 10
8. Guide students where necessary.

CONCLUSION / SUM UP

Tell students that in today's lesson they have learned to develop a multiplication table of 2 and they can develop multiplication tables of 3, 4, 5, and 10 on their own using this method.

MULTIPLICATION

INTRODUCTION

Recap the multiplication tables of 2, 3, 4, 5, and 10 with the help of the charts prepared for the previous lesson.

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2

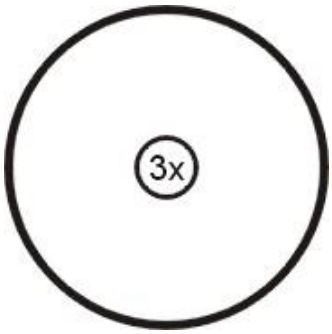
MATERIALS / RESOURCES REQUIRED

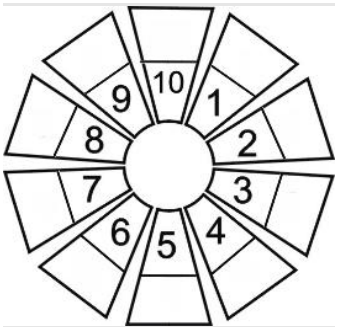
- Board, Marker/Chalk, Charts showing multiplication tables of 2, 3, 4, 5, and 10, two flashcards (one round and the other cut into 10 strips), Tape/Glue, Textbook

DEVELOPMENT

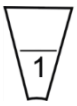
Activity 2:

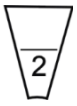
1. Cut two round flashcards of equal size.
2. Cut the second flashcard in 10 equal strips. Prepare them as shown below.



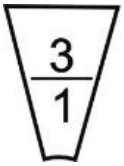


3. Divide the class into ten groups.
4. Distribute one strip to each group in a way that students of group 1 should get the strip with the number '1' written on it and so on.

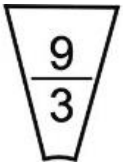
Group 1 

Group 2 

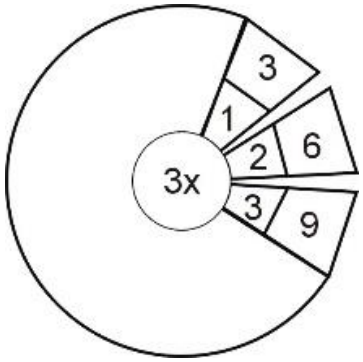
5. Paste the round flashcard on the board.
6. Tell each group to multiply the number 3 with the number written on their strip.
7. Tell them to write the answers in the space provided on their strip as shown below:

Group 1 

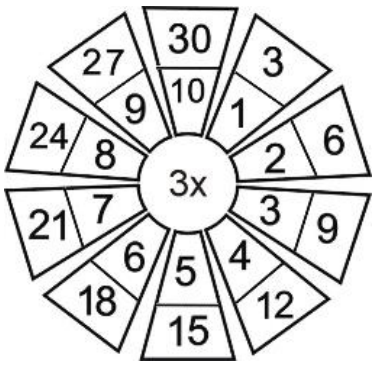
Group 2

Group 3 

8. Ask one student from each group to come on board and paste their strip on the round flashcard.



9. Let all the groups complete their work.



10. Tell students, you can easily read the table of 3 with the help of this figure.
11. Ask the whole class to repeat the table of 3 after you.

CONCLUSION / SUM UP

Tell students that in today's class they have learned to develop a multiplication table of 3.

ASSESSMENT

Ask students to answer the following questions using the flashcard wheel.

1. 3 x 5 =
2. 3 x 7 =
3. 3 x 2 =
4. 3 x 4 =
5. 3 x 9 =

HOMEWORK / FOLLOW UP

Memorize tables of 2, 3, 4, 5, and 10 on pages 69-73 of the textbook.

MULTIPLICATION

STUDENT LEARNING OUTCOMES

- Write a number sentence for multiplication from the picture such as 2 x 6 = 12
- Solve number stories on multiplication up to 1-digit number.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Recall multiplication table.
2. Solve real-life problems involving multiplication.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Charts showing pictures, Textbook

INTRODUCTION

1. Write the following question on the board.

   If Arif, Abid, and Aslam have got 3 toffees each from their father, how many times his father would have distributed the toffees?

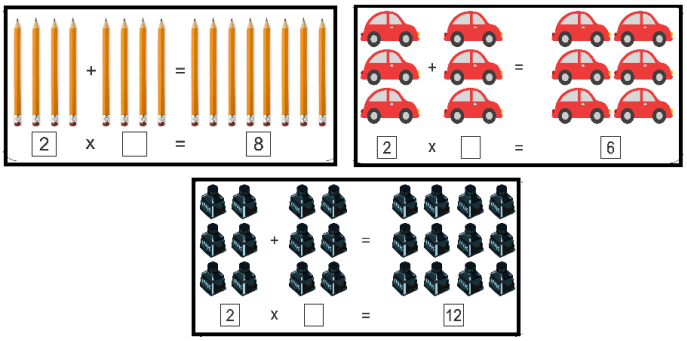
   i.e. $3 \times \square = 9$

2. Ask the class to answer the question.
3. Take students' responses and write 3 in the box.
4. Tell students that in today's lesson they will learn to write a number sentence and solve number stories based on multiplication.

DEVELOPMENT

Activity 1:

1. Divide the class into three groups. Give each group a chart (or draw on the board) with one of the following pictures:



2. Ask each group to study their picture and complete the number sentence for multiplication.
3. Call each group one by one on the board.
4. Ask one student from each group to show their picture with the answer.
5. Ask other students to check the answer and comment if it is correct.
6. Guide where required.

Activity 2:

1. Write the following number story on the board.
   There are 4 friends. If each of them has 2 toffees, how many toffees they have altogether?
2. Call four students from the class and give each student two toffees.
3. Ask them to tell one by one to the class the number of toffees they have.
4. Ask the class to write the given question in vertical form.

$$\begin{array}{r} 2 \\ \times\ 4 \end{array}$$

5. Ask one of the four students to multiply 2 with 4.
6. Take student's response and write the answer on the board.

$$\begin{array}{r} 2 \\ \times\ 4 \\ \hline 8 \end{array}$$

CONCLUSION / SUM UP

Tell students that there are clue words that can help you to make a number sentence for multiplication. Such as Product, In all, Times, Altogether

ASSESSMENT

1. Write the following questions on the board and ask students to answer them in their notebooks.
   i. There are 4 flowerpots and each flowerpot has 3 flowers. How many flowers are there altogether?
   ii. There are 2 classrooms and each classroom has 5 windows. Find the total number of windows.
2. Check students' work and guide them where necessary.

HOMEWORK / FOLLOW UP

Do questions 5 to 8 on page 77 of the textbook.

DIVISION

STUDENT LEARNING OUTCOMES

1. Recognize division as successive subtraction.

INFORMATION FOR TEACHERS

The teachers should know:

1. The symbol of division.
2. That division is successive subtraction.

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 1

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, 6 biscuits, 20 pencils, Textbook

INTRODUCTION

1. Ask a volunteer to come on the board and draw the symbol for addition.
2. Take student's response. (Answer: +)
3. Call another student to come on the board and draw the symbol for subtraction.
4. Take student's response. (Answer: -)
5. Select a student randomly and ask him/her to draw the symbol for multiplication on the board.
6. Take student's response. (Answer: x)
7. Tell students that the way we have symbols for addition, subtraction, and multiplication, we also have a symbol for division.
8. Tell students that in today's lesson we will identify and use the symbol for division.

DEVELOPMENT

Activity 1:

1. Draw the symbol '÷' on the board and tell students that this is the symbol for division.
2. Explain to students the use of the symbol with the help of the following example.

   Divide 12 toy cars among 3 boys, we will write it as 12 ÷ 3.

3. Draw the following table on the board. Tell students that in the first column there are questions based on division.

Question without symbol	Question with symbol
Divide 16 toffees among 4 boys	
Divide 12 balloons among 3 children	
Divide 18 books among 6 students	
Divide 10 balls among 5 girls	

4. Make groups of four students. Ask each group to fill in the table in their notebooks.
5. Call a student from each group to write the answer of one question on the board.
6. Ask other groups to comment if the answers are correct or incorrect.

Question without symbol	Question with symbol
Divide 16 toffees among 4 boys	16 ÷ 4
Divide 12 balloons among 3 children	12 ÷ 3
Divide 18 books among 6 students	18 ÷ 6
Divide 10 balls among 5 girls	10 ÷ 5

7. Check students' responses and guide if required.

CONCLUSION / SUM UP

Tell students that:

1. Division is successive subtraction.
2. It is denoted by the symbol '÷'

DIVISION

STUDENT LEARNING OUTCOMES

2. Recognize and use division symbols.

DURATION / NO. OF PERIODS: 35 MINUTES / PERIOD 2

INTRODUCTION

1. Place a plate having 6 biscuits on the table.
2. Ask students the following question.
   If we distribute 6 biscuits between 2 children, will each child get 6 biscuits or less than 6 biscuits?
3. Take students' responses. Tell them that when we distribute something equally among two or more people, each person gets less than the total amount/number of things.
4. Tell students that in today's lesson they will learn how to distribute something equally among two or more people. The process is called 'division'.

DEVELOPMENT

Activity 2:

1. Call any two students to stand in front of the class.
2. Place six biscuits on the table.
3. Pick up two biscuits and give one biscuit to each student.
4. Ask any one of the two students, how many biscuits are left on the table.
5. Take his/her response. Write the numbers in vertical form as shown below. Also, write the answer.

$$\begin{array}{r} 6 \\ -\ 2 \\ \hline 4 \end{array}$$

6. Tell the class that we will divide the remaining four biscuits again between these two students.
7. Pick up two biscuits and give one biscuit to each student.
8. Ask the class, how many biscuits are left on the table.
9. Take students' responses. Write 2 under the answer to the previous question as shown below:

$$\begin{array}{r} 6 \\ -\ 2 \\ \hline 4 \\ -\ 2 \\ \hline 2 \end{array}$$

10. Tell the class that we will divide the remaining two biscuits again between these two students.
11. Pick up two biscuits and give one biscuit to each student.
12. Ask the class, how many biscuits are left on the table.
13. Take students' responses. Write 2 under the answer to the previous question as shown below:

$$\begin{array}{r} 6 \\ -\ 2 \\ \hline 4 \\ -\ 2 \\ \hline 2 \\ -\ 2 \\ \hline 0 \end{array}$$

1st time

2nd time

3rd time

14. Ask the class, how many biscuits do each student has now.
15. Take students' responses (answer: 3 biscuits) and tell them that both students have got an equal number of biscuits.
16. Ask the class, what mathematical sign they see in the questions (vertical form).
17. Take students' responses and tell them that at every step subtraction is taking place.
18. Tell students that division is the successive process of subtraction.

Activity 3:

1. Take 20 pencils and tell students that we will divide these 20 pencils equally among 4 students using repeated division till we get zero.
2. Write the following on the board:

$$\begin{array}{r} 2\ 0 \\ -\quad 4 \\ \hline 1\ 6 \end{array}$$

3. Separate 4 pencils from 20 pencils and put them aside as a set.
4. Repeat steps 2 and 3 as follows:

20 − 4 16	1st time
− 4 12	2nd time
− 4 8	3rd time
− 4 4	4th time
− 4 0	5th time

5. Tell students that at the end we have 5 sets of 4 pencils which means if we divide 20 pencils among 4 students, each student will get 5 pencils.

CONCLUSION / SUM UP

Tell students that:

1. When we distribute something equally among two or more people, each person gets less than the total amount/number of things.
2. The division is successive subtraction.

ASSESSMENT

1. Write down the following question on the board.

   Match the questions without symbols with their questions with symbols correctly.

Question without symbol	Question with symbol
Divide 15 apples among 3 children	20 ÷ 5
Divide 20 balloons among 5 girls	14 ÷ 2
Divide 24 books among 2 teachers	15 ÷ 3
Divide 14 balls among 2 boys	24 ÷ 2

2. Call four students one by one to solve the above question.
3. Ask the rest of the class to see and comment if the answers are correct.
4. Guide students where required.

HOMEWORK / FOLLOW UP

Copy down the following questions in their notebooks and write them without symbols.

i. 8 ÷ 2

ii. 24 ÷ 4

iii. 27 ÷ 3

LESSON

35

UNIT 2: NUMBER OPERATIONS

DIVISION

STUDENT LEARNING OUTCOME

- Divide numbers within the multiplication tables with remainder zero.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Divide numbers involving tables of 2, 3, 4, 5, and 10.
2. Divide a number completely so that remainder is zero.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Flashcards showing division questions, Textbook

INTRODUCTION

1. Write the following number story on the board.

   Ali has 12 pencils. He wants to divide them among 3 friends equally. How many pencils will each friend get?

2. Call a student on the board and ask him/her to answer the question using the process of successive subtraction till he/she reaches zero.
3. Ask the rest of the class to see the steps of division and comment if it is correct.
4. Guide students where required.

$$
\begin{array}{r}
12 \\
-\ 3 \\
\hline
9 \\
-\ 3 \\
\hline
6 \\
-\ 3 \\
\hline
3 \\
-\ 3 \\
\hline
0
\end{array}
$$

5. Tell students that each friend will get 4 pencils.
6. Call another student on the board and write the given question using the symbol for division. (Answer: 12 ÷ 3)
7. Take student's response and complete the equation by adding the answer.

   12 ÷ 3 = 4
8. Tell students that in today's lesson they will learn about the number within the multiplication table of 2, 3, 4, 5, and 10 with remainder zero.

DEVELOPMENT

Activity 1:

1. Write the following question on the board.

   15 ÷ 3 = ?
2. Ask a student to recall the table of 3.
3. Tell the student to stop when he/she reaches 15.

   3 x 1 = 3

   3 x 2 = 6

   3 x 3 = 9

   3 x 4 = 12

   3 x 5 = 15
4. Tell the whole class that as 3 x 5 = 15 so the answer of 15 ÷ 3 will be 5.
5. Repeat steps 2 to 4 for the following question.

   27 ÷ 3 = ?

Activity 2:

1. Divide the class into five groups.
2. Give one flashcard to each group with one of the following questions.

$24 \div 4 =$ ☐	$40 \div 5 =$ ☐	$18 \div 2 =$ ☐
$80 \div 10 =$ ☐	$21 \div 3 =$ ☐	

3. Ask each group to discuss and answer the given question and write the answer on the flashcard. Tell them to recall the tables they have learned earlier.
4. Go to each group and check their response.
5. Guide where required.

CONCLUSION / SUM UP

Tell students that they can perform division by recalling the tables.

ASSESSMENT

1. Write the following questions on the board.

   $14 \div 2 =$ ☐

   $15 \div 3 =$ ☐

   $16 \div 4 =$ ☐

   $10 \div 10 =$ ☐

2. Ask students to answer the questions in their notebooks.
3. Call four students one by one on the board.
4. Ask each student to answer one question.
5. Check each response and guide where required.

HOMEWORK / FOLLOW UP

Solve question 5 on page 88 of the textbook.

Month

6

LESSON

36

UNIT 2: NUMBER OPERATIONS

DIVISION

STUDENT LEARNING OUTCOME

- Solve number stories involving division up to 1-digit number.

INFORMATION FOR TEACHERS

The teachers should know:

1. That the concept of division is used in solving real-life situations.
2. Some clue words used for division. E.g., Shared, Divided, Equal, How many, Each will get.

DURATION / NO. OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Write the following question on the board.

   20 ÷ 4
2. Tell students, we will use these numbers to make it a word problem.
3. Ask the class to think of a real-life situation.
4. Take students' responses and write some ideas on the board.
5. Pick any one of the students' ideas and transform 20 ÷ 4 into a word problem.

   E.g., I have 20 books. If I distribute them among 4 students equally, how many books will each student get?
6. Tell students that in today's lesson they will learn to solve real-life problems involving division.

DEVELOPMENT

Activity 1:

1. Write the following clue words on the writing board:

How many will each get, share, distribute, divided.

2. Tell the class that when you come across these words in real life, you should know that you can solve that problem through division.
3. Write the following question on the board.
   Saif has 14 balls. He wants to distribute them among his 2 friends equally. How many balls will each friend get?
4. Tell students, we will write the numbers with symbols horizontally.

   14 ÷ 2 = _____

5. Ask the class to recall the table of 2 and stop when reached 14.

   2 x 1 = 2

   2 x 2 = 4

   2 x 3 = 6

   2 x 4 = 8

   2 x 5 = 10

   2 x 6 = 12

   2 x 7 = 14

6. Tell students that 2 x 7 = 14, so the answer will be 14.
   14 ÷ 2 = 7
7. Write the answer statement on the board and ask students to fill it.
   Each friend will get _____ balls.

CONCLUSION / SUM UP

Tell students that:

1. To solve a word problem, write the figures in the question with symbols horizontally.
2. Recall multiplication tables.
3. Write the answer in the form of a statement.

ASSESSMENT

1. Write the following question on the board.
   Amjad has 5 children. He bought 15 toffees from the market. He distributed the toffees among his children equally. How many toffees did each child get?

   ☐ ÷ ☐ = ☐

2. Ask a volunteer to come on the board and answer the given question.
3. Ask the rest of the students to see the work and comment if the steps are correct.
4. Check student's response and guide where necessary.

LESSON

37

UNIT 2: NUMBER OPERATIONS

DIVISION

HOMEWORK / FOLLOW UP

Do questions 6 and 7 on page 88 of the textbook.

STUDENT LEARNING OUTCOME

- Solve real-life situations (using Pakistani currency as well) involving addition, subtraction, multiplication and division. Give reason for choosing the correct operations.

INFORMATION FOR TEACHERS

The teachers should know:

- correct operation of division using clue words.
- process of solving the questions in real-life stories (using Pakistani currency as well).

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Chart showing clue words, 4 flashcards with different number stories, Chart with questions, Textbook

INTRODUCTION

1. Place the following chart showing one clue word for addition, subtraction, multiplication, and division used in number stories on the board.

Clue words for addition	Clue words for subtraction

• Total	• Left

Clue words for multiplication	Clue words for division
• Product	• How many in each group

2. Ask students to come up with more clue words.
3. Take students' responses and write in the chart.

Clue words for addition	Clue words for subtraction
• Total • Altogether • In all • Sum • Added to	• Left • More than • How many less/fewer • Remain • Difference

Clue words for multiplication	Clue words for division
• Product • Times • In all • Altogether • How many	• How many in each group • Shared • Divided • Equal / Equally

4. Read out all the clue words on the chart and describe their meanings to the class.
5. Tell students that these clue words tell us which mathematical operation should be used to solve the question/problem.

DEVELOPMENT

Activity 1

1. Divide the class into four groups.
2. Give each group the following set of four flashcards.

Flashcard 1

If we distribute 12 rupees to 3 children equally, how many rupees will each child get?

Clue words : _____

Operation : _____

Solution :

_____

Flashcard 2

Ahsan bought biscuits for 12 rupees and Hareem bought biscuits for 15 rupees. What is the total amount of money they have spent altogether?

Clue words : _____

Operation : _____

Solution :

_____

Flashcard 3

Saif reads 10 pages of a book daily. How many pages will he read in 7 days?

Clue words : _____

Operation : _____

Solution :

_____

Flashcard 4

Sidra had 30 color pencils. She gave 12 pencils to her friend. How many pencils are left with Sidra?

Clue words : _____

Operation : _____

Solution :

_____

3. Ask each group to read the number stories and discuss.
4. To answer the given question, ask each group to:
    i. Underline the clue words in the question and write in the space provided.
    ii. With the help of clue words, identify the mathematical operation to be used and write in the space provided.
    iii. Write the the answer on the given flashcard.

5. Go to each group and guide students where required.
6. Collect the flashcards from all the groups.
7. Paste these flashcards on the walls of the classroom.
8. Ask students to come and read the work of each other.

CONCLUSION / SUM UP

Tell students that to solve a real-life story follow the given steps.

Step 1: Read the number stories carefully.

Step 2: Underline the clue words to identify the operation.

Step 3: Write the number sentence.

Step 4: Write the answer.

ASSESSMENT

1. Paste the following table on the board and ask students to tick (✓) the correct answer.

Question	Tick (✓) the correct answer
Hamid eats 3 bananas daily. How many bananas he will eat in 10 days?	13 30
Sarim eats 12 bananas in 4 days. How many bananas does he eat each day?	3 16

2. Check students' answers.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Do questions 1-4 on page 90 of the textbook.

LESSON
38

FRACTIONS

STUDENT LEARNING OUTCOMES

- Recognize fractions as equal parts of a whole.
- Identify half, one third and quarter with the help of objects and figures (without writing 1/2, 1/3, 1/4).

INFORMATION FOR TEACHERS

The teachers should know that:

1. Equal parts have the same shape and size.
2. The concept of fractions using teaching aids.

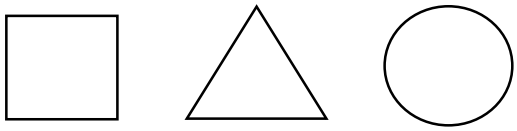
DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Flashcards, Paper cuttings showing different shapes (square, triangle, round, rectangle), Textbook

INTRODUCTION

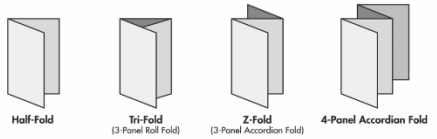
1. Call three students to come and stand in front of the class.
2. Give one of the following shapes (made of paper) to each student.



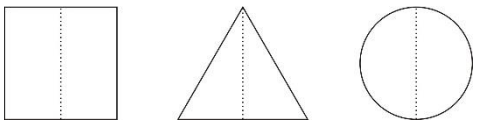
3. Ask each student to divide his/her shape into two equal parts and show it to the class.

   Guide students in folding the paper shapes as shown in the box (Hint).

Hint: To divide square, rectangle, triangle and circle into half, one third, one forth, cut a paper in the above shapes then fold as:



4. Draw the following shapes on the board showing a line in the centre.

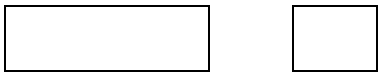


5. Tell students that in today's lesson they will learn about fractions as equal parts of a whole.

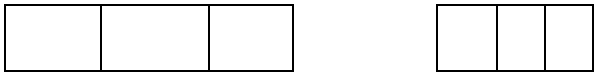
DEVELOPMENT

Activity 1:

1. Divide the class into 2 groups.
2. Take two rectangular pieces of paper of different sizes.
3. Give group 1 a bigger rectangular piece of paper than group 2.



4. Ask both groups to divide the given paper into three equal parts by folding.
5. Take those rectangular papers from both groups and paste them on the board.

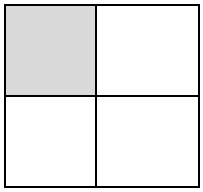


6. Ask group 1, how many equal parts do you see in your rectangular paper?
7. Take their collective response and write 3 on the board.
8. Ask group 2, if we colour one part of the three parts, how would you read it.

9. Take their collective response. Tell students that if one part is shaded out of three, it is called one-third of the whole.

Activity 2:

1. Take a square-shaped piece of paper.
2. Divide the paper into four equal parts.
3. Ask the class, how many equal parts do you see in this square?
4. Take students' responses and tell them that there are four equal parts.
5. Ask students, if we colour one part of the four parts, how would you read it.



6. Take students' responses. Tell students that if one part is shaded out of four, it is called one-fourth of the whole or one quarter.

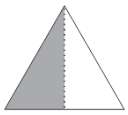
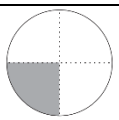
CONCLUSION / SUM UP

Tell students that:

1. Fractions as equal parts of a whole.
2. If a shape or an object is divided into two equal parts, each part is called half of the whole.
3. If one part of a shape or an object is shaded out of three, it is called one-third of the whole.
4. If one part of a shape or an object is shaded out of four, it is called one-fourth of the whole or one-quarter.

ASSESSMENT

1. Draw the following table on the board:

	Half
	

2. Ask students to copy down the given table in their notebooks.
3. Ask students to write the fraction form of the shaded parts of the given figures. (One is done for you.)
4. Check students' responses and guide where required.

HOMEWORK / FOLLOW UP

Do question 2 of exercise 1 on page 102 of the textbook.

FRACTIONS

STUDENT LEARNING OUTCOMES

1. Represent half, one-third, and a quarter in numerical form (1/2, 1/3, and 1/4).
2. Shade the equal parts of a given figure to match a given fraction.

INFORMATION FOR TEACHERS

The teachers should know:

1. Fractions are equal parts of the whole.
2. How to write a numerical representation of half, one-third, and quarter.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

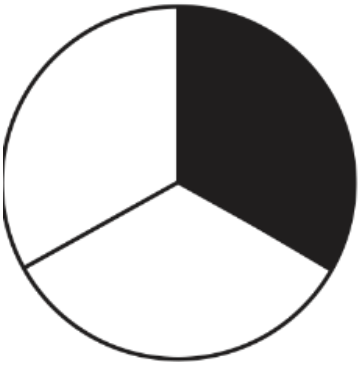
MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, 3 rectangular pieces of cards, Textbook

INTRODUCTION

1. Ask the following question to the class.

   If 3 friends want to divide a cake equally, what would they do?
2. Take students' responses and tell them that first, they will count their number (i.e., 3) and then will divide the cake into the same numbers of equal pieces.
3. Draw the following diagram on the board.



4. Ask students to look at the given diagram and tell how many equal parts are there.
5. Take students' responses and write 3 on the board.
6. Ask students, how many parts are shaded.
7. Take students' responses and write 1 on the board.
8. Ask students, suppose that the given diagram is of the cake, how much cake will each friend get.
9. Take students' responses and write one-third.
10. Ask students, how can we write it in fraction form. Tell students that the number above the line shows how many parts you have and the number below the line shows how many equal parts the whole is divided into.
11. Take students' responses and write $\frac{1}{3}$
12. Tell students that in today's lesson they will learn how to present different forms of fractions in numerical form.

DEVELOPMENT

Activity 1:

1. Divide the class into three groups.
2. Take three rectangular pieces of cards and give one to each group.
3. Assign the task to each group as follows:
   Group 1: Divide the card into two equal parts and shade one part
   Group 2: Divide the card into three equal parts and shade one part
   Group 3: Divide the card into four equal parts and shade one part
4. Meanwhile, draw the following table on the board.

Group No.	Paste the card	Represent the shaded part in words	Represent the shaded part in fraction form
1			
2			
3			

5. Call one student from each group to paste their card into the table.
6. Call another student from each group and ask him/her to represent the shaded part in the form of a fraction (in words and fraction form).
7. Guide students' where required.

Group No.	Paste the card	Represent the shaded part in words	Represent the shaded part in fraction form

1		One out of two or half of the whole	$\frac{1}{2}$
2		One out of three or One-third of the whole	$\frac{1}{3}$
3		One out of four or One-fourth of the whole	$\frac{1}{4}$

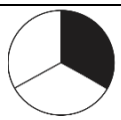
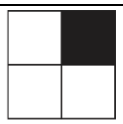
CONCLUSION / SUM UP

Tell students that:

1. Half of the whole is written as $\frac{1}{2}$
2. One-third of the whole is written as $\frac{1}{3}$
3. One-fourth of the whole is written as $\frac{1}{4}$

ASSESSMENT

1. Draw the following table on the board and ask students to copy it in their notebooks.
2. Ask them to look at the diagrams in column A and represent their shaded parts as fractions in column B.

Column A	Column B
	
	

3. Check students' responses and guide where required.

HOMEWORK / FOLLOW UP

Do question 2 on page 106 of the textbook.

FRACTIONS

STUDENT LEARNING OUTCOMES

- Recognize and name unit fractions up to 1/10.
- Recognize fractions like two-thirds (2/3), three-fourths (3/4), four-fifths (4/5) up to nine-tenths (9/10).

INFORMATION FOR TEACHERS

The teachers should know:

1. name and diagram of unit fraction up to 1/10.
2. numerical form of fractions like two-thirds (2/3), three-fourths (3/4), four-fifths (4/5) up to nine-tenths (9/10).

DURATION / NO OF PERIODS: 35 MINUTES / PERIOD 1

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, 9 Rectangular cards, 8 Round flashcards, Textbook

INTRODUCTION

1. Ask students the following question.

   How can we represent half numerically?
2. Take students' responses and write $\frac{1}{2}$ on the board.
3. Ask students the following question.

   How can we represent one-third numerically?

   Take students' responses and write $\frac{1}{3}$ on the board.
4. Ask students the following question.

   How can we represent one-fourth numerically?
5. Take students' responses and write $\frac{1}{4}$ on the board.

6. Tell students that in today's lesson they will learn about more fractions and their representation.

DEVELOPMENT

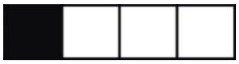
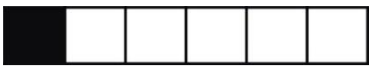
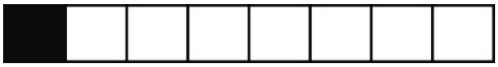
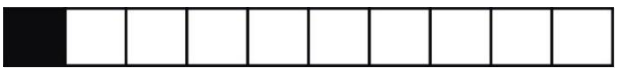
Activity 1:

1. Divide the class into 9 groups and give them group numbers from 2 to 10.
2. Give one rectangular piece of card to each group.
3. Ask students of all groups to divide their cards into equal parts as per their group number.

   E.g., Group 2 will divide the card into two equal parts, Group 3 will divide the card into three equal parts and so on.
4. Let all the groups complete the above step.
5. Ask each group to shade only one part of the whole.
6. Meanwhile, draw the following table on the board.

Group No.	Paste the card	Number of Parts	Name of Fraction	Fraction in numerals
2				
3				
4				
5				
6				
7				
8				
9				
10				

7. Call one student from group 2 to paste their card into the table.
8. Call another student from group 2 and ask him/her to write the number of parts of the card, name of fraction and fraction in numerals in the table. For writing in numerals, tell students that the number above the line shows how many parts you have shaded and the number below the line shows how many equal parts the whole is divided into. Guide students' where required.
9. Repeat steps 7 to 9 with the rest of the groups (3-10).

Group No.	Paste the card	Number of Parts	Name of Fraction	Fraction in numerals
2		2	One out of two parts or half	1/2
3		3	One out of three parts or one-third	1/3
4		4	One out of four parts or one-fourth	1/4
5		5	One out of five parts or one-fifth	1/5
6		6	One out of six parts or one-sixth	1/6
7		7	One out of seven part or one-seventh	1/7
8		8	One out of eight parts or one-eighth	1/8
9		9	One out of nine parts or one-ninth	1/9
10		10	One out of ten parts or one-tenth	1/10

CONCLUSION / SUM UP

Tell students that the number above the line shows how many parts you have and the number below the line shows how many equal parts the whole is divided into.

LESSON
41

FRACTIONS

DURATION / NO OF PERIODS: 35 MINUTES / PERIOD 2

INTRODUCTION

1. Ask students how do we write the following in fraction form?

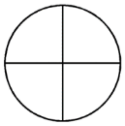
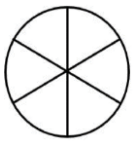
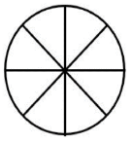
   i. Half ii. One-third iii. One-sixth iv. One-tenth

2. Take students' responses and tell them that in today's lesson, we will learn about some more ways of representing fractions.

DEVELOPMENT

Activity 2:

1. Divide the class into 8 groups and name them as 3, 4, 5, ... 10.
2. Take 8 round flashcards showing divisions (from 3 to 10).

							
Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10

3. Give one flashcard to each group showing number of divisions as per their group name.
4. Instruct the groups as follows:

   Group 3 to shade only 2 parts out of 3

   Group 4 to shade only 3 parts out of 4

   Group 5 to shade only 4 parts out of 5

   Group 6 to shade only 5 parts out of 6

   Group 7 to shade only 6 parts out of 7

   Group 8 to shade only 7 parts out of 8

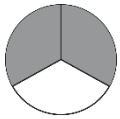
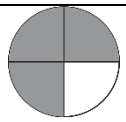
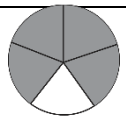
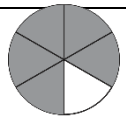
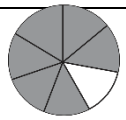
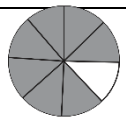
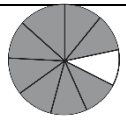
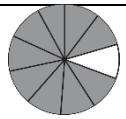
   Group 9 to shade only 8 parts out of 9

   Group 10 to shade only 9 parts out of 10

5. Let the groups complete their work.
6. Meanwhile, draw the following table on the board.

Group No.	Figure	Total Parts	Shaded Parts	Name of Fraction	Fraction
3					
4					

7. Call one student from each group to paste their flashcard into the table.
8. Call another student from each group and ask him/her to fill in the rest of the columns in the table.
9. Tell students to fill the table as follows:
   i. Count the total number of parts in their flashcard and write in the table.
   ii. Count the number of shaded parts in their flashcard and write in the table.
   iii. Write the name of the fraction in words.
   iv. Write the fraction.

Group No.	Figure	Total Parts	Shaded Parts	Name of Fraction	Fraction
3		3	2	Two-third	2/3
4		4	3	Three-fourth	3/4
5		5	4	Four-fifth	4/5
6		6	5	Five-sixth	5/6
7		7	6	Six-seventh	6/7
8		8	7	Seven-eighth	7/8
9		9	8	Eight-Ninth	8/9
10		10	9	Nine-tenth	9/10

10. Check the responses of each group.
11. Guide where required.

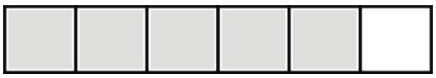
CONCLUSION / SUM UP

1. Conclude the activity by explaining the representation of fractions through shaded figures and numerically.
2. Tell them that today we have learnt about unit fractions and other fractions like 2/3, 3/4, 4/5.

ASSESSMENT

1. Divide the class into six groups.
2. Give each group the following worksheet.

   Match the figures showing shaded fractions in column A with their correct fraction form in column B.

A	B
	4/5
	3/4
	5/6
	2/3

3. Call a student from each group to show their answers to the class.
4. Check students' responses and guide if required.

HOMEWORK / FOLLOW UP

Do questions 3, 4 and 5 on pages 106 and 107 of the textbook.

LENGTH

STUDENT LEARNING OUTCOME

- Compare the length of different objects.

INFORMATION FOR TEACHERS

The teachers should know how to measure the length of different objects.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

Call some students and ask them to stand in front of the class in a line.

1. Ask the class, who is the tallest student in the line.
2. Take students' responses.
3. Ask the class, who is the shortest student in the line.
4. Take students' responses.
5. Tell students that we can differentiate various objects by considering their lengths and size. Tell the students that in today's lesson we will compare the length of different objects.

DEVELOPMENT

Activity 1:

1. Ask students to look at the door and window of the classroom and observe, which is longer than the other.
2. Take students' responses and tell them that to find the length of objects we look at them horizontally. If we look at the door and window horizontally, the window is longer than the door (or if the door is longer, say so).

Activity 2:

1. Ask students to compare the length of their pencils with their rulers and tell which one is shorter.
2. Ask all the students one by one to hold their pencils and rulers up to show their length and tell which one is shorter.
3. Check students' responses.
4. Guide where required.

CONCLUSION / SUM UP

1. Tell students that different objects can be compared based on their lengths.

ASSESSMENT

1. Ask students to compare the length of their Mathematics textbook with their English textbook and find out which one is longer.
2. Write the answer in their notebooks.
3. Check students' responses.
4. Guide where required.

HOMEWORK / FOLLOW UP

Ask students to compare the length of water glass and jug at their homes to find out which one is longer. Note down the response in their notebooks.

LENGTH

STUDENT LEARNING OUTCOMES

1. Recognize the units of length (meter and centimetre).
2. Use standard metric units of length (meter and centimetre and their abbreviation to measure and record lengths of a variety of objects.

INFORMATION FOR TEACHERS

The teachers should know:

1. Basic units of length (meter and centimetre)
2. Abbreviations of meter (m) and centimetre (cm)

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Chalk/Marker, Duster, Chart showing ruler, Textbook, Pen, Pencil

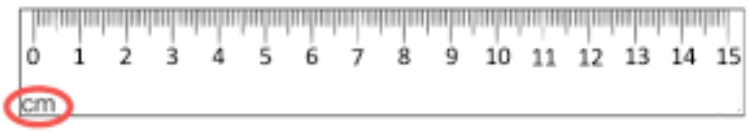
INTRODUCTION

1. Ask students to recall how to find the length of different objects.
2. Take students' responses.
3. Show a pen and a pencil of similar length to the students and ask, which one is longer than the other?
4. Take students' responses. (Some may say pen and some may say pencil)
5. Tell students that to measure the exact length of objects, there are standard units and in today's lesson we will study about the standard units of length and their uses.

DEVELOPMENT

Activity 1:

1. Paste the following chart showing the ruler on the board.



2. Tell students that we use a ruler to find out the length of small objects.

3. Draw students' attention towards the red circle and tell them that this is centimeter. It is the unit in which length is measured and is written as 'cm'.
4. Tell students that the numbers on the ruler (1-15) tell us length in cm. The ruler is divided into 15 equal parts and each part is equal to 1 cm. E.g., 1 cm, 2cm, 3cm, and so on.
5. Ask students, can we measure the length of the desk using this ruler.
6. Take students' responses and tell them that for bigger things we have a bigger unit, meter. It is written as 'm'. 1 m = 100 cm

Activity 2:

1. Ask students to take out some objects from their stationery box. E.g., pencil, eraser, sharpener.
2. Ask them to take out their rulers and place the eraser next to the ruler at point 0.
3. Ask them to note the point where the length of the eraser ends.
4. Take students' responses and tell them that if your eraser ends at point 2 on the ruler, it means it is 2cm long.
5. Repeat steps 2-4 using a sharpener and pencil.

CONCLUSION / SUM UP

Tell students that:

1. The unit of length is centimetre (cm) and metre (m).
2. To measure the length of small things, we use 'cm' whereas, to measure the length of bigger things we use 'm'.

ASSESSMENT

1. Write the following question on the board.

   In the given objects, which one will be measured in metres and which one will be measured in centimetres? Write your answer in the table below.

Object	cm or m
Pencil	
Tree	
Book	
Lunchbox	
Door	

2. Check students' responses.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Do exercise 1 on page 111 of the textbook.

Month

7

LENGTH

STUDENT LEARNING OUTCOME

- Use addition and subtraction within 100 to solve real-life situations involving length in the same unit.

INFORMATION FOR TEACHERS

The teachers should know how to add and subtract lengths having the same units within 100.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook, Ruler

INTRODUCTION

1. Take a book and a notebook from a student and measure their lengths using a ruler.
2. Write the lengths on the board for example book is 9 cm long and the notebook is 6 cm. Emphasize that the unit of measurement is the same i.e., cm.
3. Ask students, if we want to find out how much longer is the book from the notebook, what should we do.
4. Take students' responses and tell them that we can add and subtract these as long as the unit of measurement is the same.
5. Tell students that in today's lesson we will learn about the addition and subtraction of the lengths of objects in the same units.

DEVELOPMENT

Activity 1:

1. Write the following question on the board.

   The length of one wall of a classroom is 25 m and the length of the other wall of the classroom is 18 m. What is the total length of the walls?

2. Tell students to read the question and pick out the clue word.
3. Takes students' responses and underline the clue word 'total' in the question.
4. Ask students, which mathematical operation will be carried out in this question.
5. Take students' responses and write 'addition' on the board.
6. Ask students to answer the question in their notebooks.
7. Guide the students where needed.
8. Write another question on the board.

   The length of window 1 of a room is 12m and the length of window 2 of the room is 8m. How short is window 2 from window 1?
9. Tell students to read the question and pick out the clue word.
10. Take students' responses and underline the clue word 'how short' in the question.
11. Ask students, which mathematical operation will be carried out in this question.
12. Take students' responses and write 'subtraction' on the board.
13. Ask students to answer the question in their notebooks.
14. Guide students if required.

Activity 2:

1. Write the following question on the board.

   There are two ropes; one is yellow and the other is red.

   The length of yellow rope is = 67cm

   The length of red rope is = 45cm

   The difference in length of these ropes = ☐ - ☐ = ☐
2. Ask students to copy down the question in their notebooks.
3. Ask students to work in pairs and answer the question.
4. Check the responses of each pair.
5. Guide students where required.

CONCLUSION / SUM UP

1. At the end of the lesson tell students that we have learned how to add and subtract different lengths in the same units.

ASSESSMENT

1. Write the following questions on the board and ask the students to copy and complete them in their notebooks.

   (i) $65m + 33m$ (ii) $77cm - 35cm$

2. Check students' responses.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Do exercise 2 on page 114 of the textbook.

MASS

STUDENT LEARNING OUTCOME

- Compare the mass of different objects.

INFORMATION FOR TEACHERS

The teachers should be able to compare masses of different objects.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Chart showing objects of different masses, Textbook

INTRODUCTION

1. Select a student randomly and ask him/her to stand in front of the class.
2. Give a small packet of biscuits in his/her one hand and a filled water bottle in the other hand.
3. Ask him to tell the class which one is heavier.
4. Take his/her response.
5. Tell the class that when comparing two things based on mass, we use the terms 'heavier' or 'lighter'.
6. Tell students that we can differentiate various objects by considering their mass and in today's lesson we will compare the mass of different objects.

DEVELOPMENT

Activity 1:

1. Make pairs of students and ask them to take out their water bottles.
2. In each pair, ask one student to hold his/her bottle in one hand and his/her friend's bottle in the other hand. Tell which of the two bottles is heavier.
3. Ask the other student (of the pair) to repeat the activity.
4. Take responses of both students in each pair.

Activity 2:

1. Call four students to stand in front of the class with their bags.
2. Ask each student to hold his/her bag for a while and put it down. Next, he/she should hold the bags of the rest of his three friends one by one.
3. Ask him/her to guess which bag is the heaviest and which one is the lightest.
4. Take students' responses.
5. Tell students that we can compare four bags based on their mass.

CONCLUSION / SUM UP

1. Tell students that when comparing two things based on mass, we use the terms 'heavier' or 'lighter'.

ASSESSMENT

1. Paste the following chart on the board.

A toffee is _____ (heavier/lighter) than an apple.

A football is _____ (heavier/lighter) than a banana.

2. Call two students one by one on the board to fill in one blank.
3. Ask the rest of the class to check the answers and comment if they are correct.
4. Guide students where necessary.

HOMEWORK / FOLLOW UP

Ask students to compare the mass of different objects at home as follows:

i. Select any two objects at home.
ii. Draw their pictures in the notebook.
iii. Compare the masses of both objects by holding one object in right hand and the other object in left hand.
iv. Note down which one is heavier.

MASS

STUDENT LEARNING OUTCOMES

- Recognize the units of mass i.e., kilogram and gram.
- Use standard metric units of mass (kilogram and gram) and their abbreviation to measure and record mass of variety of objects.

INFORMATION FOR TEACHERS

The teachers should know:

1. Basic units of mass (gram and kilogram).
2. Abbreviations of a gram (g) and kilogram (kg).

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Chalk/Marker, Duster, Chart showing weighing balance and weighing machine, Textbook

INTRODUCTION

1. Ask students to recall how to compare the mass of two objects.
2. Take students' responses and write 'heavier' or 'lighter' on the board.
3. Tell students that in today's lesson they will learn about the standard units of mass and their uses.

DEVELOPMENT

Activity 1:

1. Ask students what is the unit of length.
2. Take students' answers and write 'cm' and 'm' on the board.
3. Tell students that mass is measured in 'gram' and 'kilogram'. For lighter objects gram is used and for heavier objects kilogram is used. The symbol 'g' is used for gram and the symbol 'kg' is used for kilogram.

4. Write the names of some objects on the board and ask students to tell whether these will be measured in gram or kilogram. For example, school bags, toffees, biscuits, etc.
5. Take students' responses and guide where required.

Activity 2:

1. Paste the following chart showing the weighing balance and weighing machine on the board.

Weighing balance

Weighing machine

2. Tell students that we use different types of balances and weighing machines to measure the mass of different objects.

CONCLUSION / SUM UP

Tell students that:

1. The unit of mass is gram (g) and kilogram (kg).
2. To measure the mass of small things, we use 'g' whereas, to measure the mass of bigger things we use 'kg'.
3. Different types of weighing balances and weighing machines are used to measure the mass of different objects.

ASSESSMENT

1. Write the following question on the board.

   In the given objects, which one will be measured in g and which one will be measured in kg? Write your answer in the table below.

Object	g or kg
School bag	
A pack of sugar	
Pencil	
Shirt	
Door	

2. Check students' responses.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Do question 1 of exercise 3 on page 117 of the textbook.

MASS

STUDENT LEARNING OUTCOME

- Use addition and subtraction within 100 and solve real-life situations involving mass in the same units.

INFORMATION FOR TEACHERS

The teachers should know how to add and subtract mass having the same units within 100.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Show a book and a notebook to the students and tell them to suppose the mass of the book is 350 g and the mass of the notebook is 100 g. Both are measured in the same unit i.e., g.
2. Write this information on the board.
3. Ask students, if we want to find out how much heavier is the book from the notebook, what should we do.
4. Take students' responses and tell them that we can add and subtract these as they are in the same unit (g).
5. Tell students that in today's lesson we will learn about the addition and subtraction of the masses of objects in the same units.

DEVELOPMENT

Activity 1:

1. Write the following question on the board.
   The mass of Aslam's school bag is 3 kg and the mass of Hina's school bag is 2 kg. What is the total mass of both bags?
2. Tell students to read the question and pick out the clue word.
3. Takes students' responses and underline the clue word 'total' in the question.

4. Ask students, which mathematical operation will be carried out in this question.
5. Take students' responses and write 'addition' on the board.
6. Ask students to answer the question in their notebooks.
7. Guide them where needed.
8. Write another question on the board.
   The mass of a packet of biscuits is 550 g and the mass of a packet of sugar is 750 g. Find out the difference in the mass of both packets.
9. Tell students to read the question and pick out the clue word.
10. Take students' responses and underline the clue word 'difference' in the question.
11. Ask students, which mathematical operation will be carried out in this question.
12. Take students' responses and write 'subtraction' on the board.
13. Ask students to answer the question in their notebooks.
14. Guide students if required.

Activity 2:

1. Write the following question on the board:
   There are two bags; one is green and the other is blue. The mass of green bag is 956 g and the mass of blue bag is 625 g. Find out the difference in the masses of both bags.

   The mass of green bag is = 956 g

   The mass of blue bag is = 625 g

   The difference in mass of both bags = ☐ - ☐ = ☐
2. Ask students to copy down the question in their notebooks.
3. Ask students to work in pairs and answer the question.
4. Check the responses of each pair.
5. Guide students where required.

CONCLUSION / SUM UP

1. Tell students that we have learned how to add and subtract the different masses of the objects. To be able to add or subtract mass, both masses should be in the same unit i.e., in g or kg.

ASSESSMENT

1. Write the following questions on the board and ask students to answer them in their notebooks.
   i. Mass of potatoes = 20 kg

      Mass of tomatoes = 30 kg

      The total mass of potatoes and tomatoes = _____ kg

   ii. Mass of a pack of toffees = 80 g

Mass of a pack of biscuits = 50 g

The difference in the mass of both things = _____ g

2. Check students' responses.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Do exercise 4 on page 119 of the textbook.

CAPACITY

STUDENT LEARNING OUTCOME

- Compare the capacity of different objects using non-standard units (jug, glass, cup, etc.).

INFORMATION FOR TEACHERS

The teachers should be able to compare the capacity of different objects.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Jug, Glass, Cup, Bucket, Bowl, Chart showing containers, Textbook

INTRODUCTION

1. Bring an empty jug and three glasses full of water to the class.
2. Pour water from the three glasses into the jug in front of the students.
3. Tell students that the jug holds more water than a glass or a glass holds less water than the jug. Hence, it can be seen that the capacity of the jug is more than the glass.
4. Tell students that in today's lesson they will learn how to compare the capacity of different objects.

DEVELOPMENT

Activity 1:

1. Call a student to come to the front of the class.
2. Give him/her a bucket full of water and an empty bowl.
3. Ask him/her to fill the bowl with water taken from the bucket.
4. Ask the class, which container, bucket or bowl, has more capacity than the other.
5. Take students' responses and tell them that we can fill many bowls with water from the bucket hence the bucket can hold more water and has more capacity.

Activity 2:

1. Draw the following chart on the board (or prepare it before the class and paste it on the board):

Q. No.	Container
1	
2	
3	

2. Tell students that they have to circle the container which has more capacity than the other. E.g., in the first case, tell which container, the bowl or the basket, has more capacity.
3. Select a student randomly and ask him/her to write the answer to the first question in the table.
4. Ask the class to comment if the answer is correct.
5. Guide where required.
6. Repeat steps 3-5 for questions 2 and 3.

CONCLUSION / SUM UP

Tell students that we have learned the comparison of different objects based on capacity using observation.

ASSESSMENT

1. Draw the following objects on the board:

Beaker

Glass

Cup

2. Ask the class, which container can hold the largest amount of water.
3. Take students' responses and write on the board that the beaker can hold the largest amount of water.
4. Ask the class, which container can hold the smallest amount of water.
5. Take students' responses and write on the board that the cup can hold the smallest amount of water.

HOMEWORK / FOLLOW UP

Compare the capacity of different objects at your home and record results in your notebook.

CAPACITY

STUDENT LEARNING OUTCOME

- Recognize and use the standard metric units of capacity i.e., liter and milliliter.

INFORMATION FOR TEACHERS

The teachers should know:

1. Basic units of capacity (liter and milliliter)
2. Abbreviations of liter (l) and milliliter (ml)

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Chart showing questions, Textbook

INTRODUCTION

1. Ask students to recall how to compare the capacity of two containers.
2. Take students' responses and write 'more capacity' or 'less capacity' on the board.
3. Tell students that in today's lesson they will learn about the standard units of capacity and their uses.

DEVELOPMENT

Activity 1:

1. Ask students the following question.

   A bucket holds more water than a glass. How can we find, how much more water the bucket holds?

2. Take students' responses. Tell them that to measure the capacity of the container, we need the standard units of capacity. Litre is the standard unit of capacity. The symbol 'l' is used for litre. Water, milk, and oil are measured in litres. Millilitre is also the standard unit of capacity. The symbol 'ml' is used for millilitre. It is used to measure the capacity of small containers. The capacity of a cup and glass is measured in millilitres.
3. Draw the following containers on the board and ask students which container measures in litre (l) and which in millilitre (ml).

a. The capacity of a cup ☐

b. The capacity of a jug ☐

c. The capacity of an oil bottle ☐

d. The capacity of an inkpot ☐

4. Select four students randomly.
5. Ask each student to come on the board one by one and fill in one blank.
6. Take students' responses. Ask the rest of the class to check and comment if the answers are correct.
7. Guide students where required.

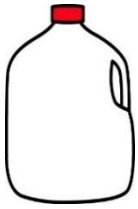
CONCLUSION / SUM UP

Tell students that:

1. The unit of capacity is litre (l) and millilitre (ml).
2. To measure the capacity of small things, we use 'ml' whereas, to measure the capacity of bigger things we use 'l'.

ASSESSMENT

1. Paste the following chart on the board.
   i. Tick the containers whose capacity is measured in millilitre (ml).



Gallon

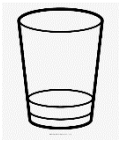
Bucket

Coffee

   ii. Encircle the container whose capacity is measured in litre (l).

Spoon

Oil Bottle



Glass

2. Call two students to come on the board and answer each question.
3. Take students' responses.
4. Guide students where required.

HOMEWORK / FOLLOW UP

Do question 2 of exercise 5 on page 122 of the textbook.

CAPACITY

STUDENT LEARNING OUTCOME

- Use addition and subtraction within 100 to solve real-life situations involving capacity in the same units.

INFORMATION FOR TEACHERS

The teachers should know how to add and subtract capacity having the same units within 100.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Container, one 2-litre Beaker, two 1 litre bottles of water, Textbook

INTRODUCTION

1. Bring a 2-litre beaker and two 1 litre bottles of water into the class and place them on the table.
2. Pick up one of the two bottles of water and pour its water into the beaker.
3. Ask anyone student to come to the table and read the mark to which water is filled in the beaker.
4. Take student's response and tell the class that it is 1 litre of water.
5. Pick up the other bottle of water and pour its water into the same beaker.
6. Ask any student to come to the table and read the mark to which water is filled in the beaker.
7. Take student's response and tell the class that it is 2-litre of water.
8. Tell students that in today's lesson they will learn how to add and subtract capacity within 100 in real-life situations.

DEVELOPMENT

Activity 1:

1. Write the following question on the board.
   Ahsan lives in a village. His buffalo gives 16 litre milk in the morning and 23 litre milk in the evening. How much milk does his buffalo give in a day?

2. Ask students, which mathematical operation will be used to answer the given question.
3. Take students' responses.
4. Guide students where necessary.
5. Write the solution on the board as follows: (Explain each step to the class)
   Milk in the morning = 16 litres

   Milk in the evening = 23 litres

   Total milk in a day = 16 + 23 = ?
6. Call any student and ask him/her to write the answer on the board.
7. Take his/her response.
8. Guide the student if required.

Activity 2:

1. Write the following question on the board.

   A milkman bought 68 litres of milk and sold 35 litres at a shop. How much milk is left with him?

   Milk bought by the milkman = 68 litres

   Milk sold by the milkman = 35 litres

   Milk left with the milkman = ☐ - ☐ = ☐
2. Ask students to work in pairs and answer the question.
3. Check the responses of each pair.
4. Guide students where required.

CONCLUSION / SUM UP

At the end of the lesson tell students that we have learned to use addition and subtraction to solve real-life situations involving capacity.

ASSESSMENT

1. Write the following question on the board and ask students to answer it in their notebooks.
   The capacity of an inkpot is 30 ml and the capacity of a spoon is 10 ml. Find the total capacity of both containers.
2. Check students' responses.
3. Guide students where required.

HOMEWORK / FOLLOW UP

Do questions 1-4 of exercise 6 on page 124 of the textbook.

TIME

STUDENT LEARNING OUTCOME

- Recognize the number of hours in a day and the number of minutes in an hour.

INFORMATION FOR TEACHERS

The teachers should know that there are 24 hours in a day and 60 minutes in an hour.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Markers/Chalk, Duster, 12 Flashcards with numbers, Rope, Textbook

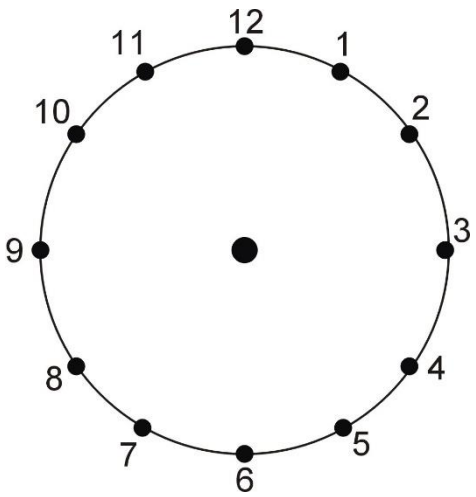
INTRODUCTION

1. Ask the following questions from the students:
   i. At what time do you come to school?
   ii. At what time do you go back home?
   iii. At what time do you go to bed?
2. Take their responses and tell them that in today's lesson they will learn about time.

DEVELOPMENT

Activity 2:

1. Make a circle on the floor of the classroom and label it as follows.



2. Select 13 students from the class.
3. Ask one student to stand at the centre of the circle.
4. Take 12 flashcards and write one number (5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55 60) on each flashcard.
5. Distribute the flashcards among 12 students.
6. Tell students to stand on the circle as follows.
    - ✧ Student with the flashcard with number 5 will stand on position 1
    - ✧ Student with the flashcard with number 10 will stand on position 2
    - ✧ Student with the flashcard with number 15 will stand on position 3
    - ✧ Student with the flashcard with number 20 will stand on position 4
    - ✧ Student with the flashcard with number 25 will stand on position 5
    - ✧ Student with the flashcard with number 30 will stand on position 6
    - ✧ Student with the flashcard with number 35 will stand on position 7
    - ✧ Student with the flashcard with number 40 will stand on position 8
    - ✧ Student with the flashcard with number 45 will stand on position 9
    - ✧ Student with the flashcard with number 50 will stand on position 10
    - ✧ Student with the flashcard with number 55 will stand on position 11
    - ✧ Student with the flashcard with number 60 will stand on position 12
7. Take a rope and give one end to the student at the centre of the circle and the other end to the student at position 12. Tell the students that this rope represents minute's hand of the clock.
8. Ask student at position 12 to pass the rope to the student at position 1. At that moment, the student standing at the centre will say aloud 5 (the number on the flashcard of the student standing at position 1).
9. Similarly, the student at position 1 will pass the rope to the student standing at position 2. At that moment, the student standing at the centre will say aloud 10 (the number on the flashcard of the student at position 2).
10. Ask students to keep on passing the rope till the rope reaches 12.
11. Ask the student standing at the centre, what was the last number you said aloud.
12. Take student's response and tell the class that one complete round of the rope is equal to 60 minutes.
13. Tell students that 60 minutes is equal to 1 hour. If the clock takes 24 such rounds, it is equal to 24 hours.
14. Tell students that 24 hours is equal to 1 day.

CONCLUSION / SUM UP

Tell students that:

1. 1 day = 24 hours
2. 1 hour = 60 minutes

ASSESSMENT

1. Write the following question on the board.

   Choose the correct answer:

   i. 60 minutes = _____

      a. 1 hour b. 2 hours c. 3 hours

   ii. 24 hours = _____

      a. 3 days b. 2 days c. 1 day

2. Ask students to read both questions carefully and write the answers in their notebooks.
3. Check students' responses.
4. Guide students where required.

HOMEWORK / FOLLOW UP

Write the following question on the board and ask students to answer it in their notebooks.

Fill in the given blanks.

i. One day = _____ hours

ii. One hour = _____ minutes

TIME

STUDENT LEARNING OUTCOMES

- Read and write the time from a clock in hours and minutes (with five minutes intervals) e.g., read 8:15 as eight-fifteen and 8:50 as eight-fifty.
- Recognize a.m. and p.m.
- Draw hands of a clock to show time in hours and minutes (with five-minute intervals).

INFORMATION FOR TEACHERS

The teachers should know:

1. How to read a clock.
2. Difference between a.m. and p.m.

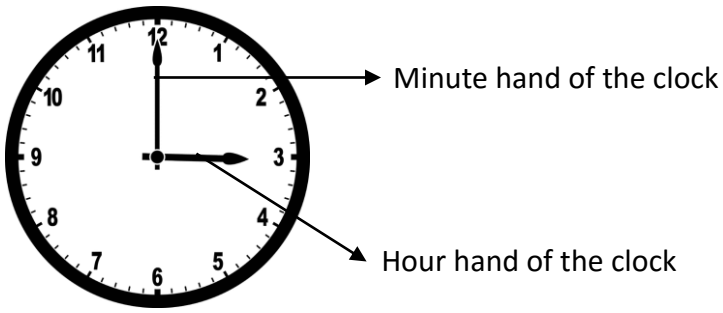
DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Pictures of a clock, Model of a clock, Textbook

INTRODUCTION

1. Paste the following pictures of a clock on the board.



2. Ask students, what is this?
3. Take students' responses.
4. Ask them, what do you see in this clock.

5. Take students' responses and tell it has numbers from 1 to 12. There are two hands of the clock; the bigger hand is called the minute hand and the smaller hand is called the hour hand of the clock.
6. Tell students that in today's lesson we will learn to read the time on the clock.

DEVELOPMENT

Activity 1:

1. Prepare a model of a clock in such a way that you can easily move its minute and hour hands.
2. Hold the model of the clock in hands and set its hour and minute hands as shown below.

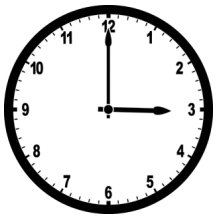
3. Tell the class that if the hour hand is at 3 and the minute hand is at 12, it is 3 o'clock.
4. Move the hands of the clock and set the hour hand at 5 and the minute hand at 12.
5. Tell students that if the hour hand is at 5 and the minute hand is at 12, it is 5 o'clock.
6. Tell the class that now we will learn to read the minute hand.

   If the minute hand is at:

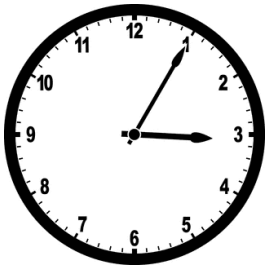
   1, it represents 5 minutes

   2, it represents 10 minutes

   3, it represents 15 minutes and so on
7. Tell students let's start to read the time.
8. Paste the following picture on the board.



9. Tell students that if the hour hand is at 3 and the minute hand is at 12, we will read it as 3 o'clock.
10. Move the hour hand from 3 to 5 and tell students that if the hour hand is at 5 and the minute hand is at 12, we will read it as 5 o'clock.
11. Tell students that if the hour hand is at 3 and the minute hand is at 1, it shows 5 minutes past 3 and can be written as 3:05.



12. Move the minute hand to 3 and tell students that it means 15 minutes. If the hour hand is at 4 and the minute hand is at 3, we will read it as 4:15.
13. Repeat the activity with different times.

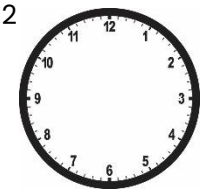
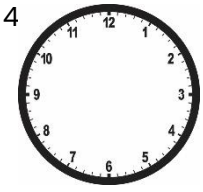
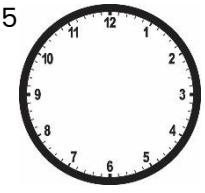
Activity 2:

1. Write the following statement on the board.

   Ali wakes up at 6 o'clock in the morning. He finishes his homework at 6 o'clock in the evening.
2. Ask the students is there any difference in writing the time of morning and evening?
3. Take their responses and then tell them that we write a.m. (ante meridiem) with the time which lies between 12:00 midnight to 12:00 noon and write p.m. (post meridiem) with time which lies between 12:00 noon to 12:00 midnight.
4. Tell them that in the given example, Ali wakes up at 6 o'clock in the morning, so the time will be written as 6:00 a.m. He finishes his homework at 6 o'clock in the evening, so the time will be written as 6:00 p.m.

Activity 3:

1. Divide the class into 6 groups.
2. Give one flashcard with the face of the clock (without hands) to each group.

Group 1 3:15	Group 2  1:30	Group 3 2:45
Group 4  6:25	Group 5  12:10	Group 6 1:00

3. Ask each group to look at the time written on the flashcard and draw minute and hour hands accordingly.
4. Go to each group and watch their work.
5. Guide students where required.
6. Take the flashcards from all the groups and paste them on the board.

7. Ask all the students to look at each other's drawing and comment if it is correct or incorrect.
8. Guide students where necessary.

CONCLUSION / SUM UP

Tell students that:

1. There are 12 numbers in a clock (from 1-12).
2. There are two hands of the clock; the bigger hand is called the minute hand and the smaller hand is called the hour hand of the clock.
3. If the minute hand is at:
   1, it represents 5 minutes
   2, it represents 10 minutes
   3, it represents 15 minutes and so on
4. We write a.m. with the time which lies between 12:00 midnight to 12:00 noon and write p.m. with time which lies between 12:00 noon to 12:00 midnight.

ASSESSMENT

1. Draw the following clocks on the board.
2. Ask three students to come on the board and write the time for one clock one by one.

_____ _____ _____

3. Tell the class to check and comment if the answers are correct.
4. Guide students where required.

HOMEWORK / FOLLOW UP

1. Do exercise on page 132 of the textbook.
2. Do question 2 on page 139 of the textbook.

Month

8

LESSON

53

UNIT 5: TIME

TIME

STUDENT LEARNING OUTCOME

- Use the solar calendar to find a particular date/day.

INFORMATION FOR TEACHERS

The teachers should know how to read the solar calendar.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Picture of the solar calendar, Textbook

INTRODUCTION

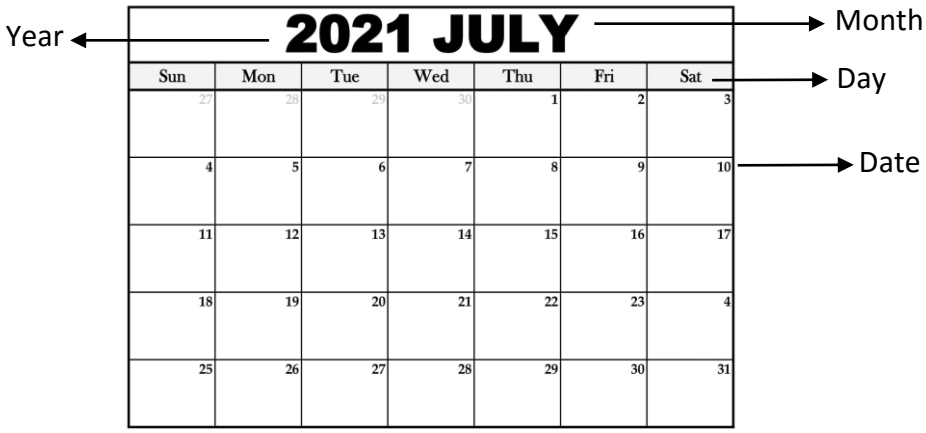
1. Ask some students their dates of birth and write one on the board.

   E.g., 28th June 2014.
2. Ask students, if you want to know the day of the week (Monday, Tuesday, etc.) on which your birthday would fall this year, what would you do?
3. Take students' responses and tell them that in today's lesson they will learn about the solar calendar.

DEVELOPMENT

Activity 1:

1. Paste a picture of a month of a solar calendar on the board and describe its parts as follows.



2. Tell them that the big block shows year and month.
3. The second row shows days of the week from Sunday to Saturday and the numbers show dates.
4. Ask students to open page 134 of the textbook and look at the calendar.
5. Tell them that a calendar is a record of all months, dates, and days of the year.
6. Ask students, how many months do they see on the calendar.
7. Take students' responses and tell them there are 12 months in a year.
8. Tell students that if we count all the days of the solar calendar, there will be 365 or 366 days.

Activity 2:

1. Ask the date of birth of some students and write one on the board.

   Saif: 19th February
2. Tell students that we will use the solar calendar to find out the day of the birthday of your class fellow.
3. Guide students that first we will go to the month (e.g., February) and then date (e.g., 19).
4. Tell them that we will go up in the column of the date to find the day.
5. Make pairs of students and ask them to find out the day of each other's birthday using the solar calendar.

CONCLUSION / SUM UP

Tell students that:

1. A calendar is a record of all months, dates, and days of the year.
2. There are 365 or 366 days in a year.
3. There are 12 months in a year.

ASSESSMENT

1. Write the following dates on the board and ask students to copy them in their notebooks.
2. Ask students to find out the days of the given dates using the solar calendar on page 134 of the textbook and write in the given table.

Dates	Days
8 April	
30 June	
14 August	
27 October	

HOMEWORK / FOLLOW UP

Complete the table on page 135 of the textbook.

TIME

STUDENT LEARNING OUTCOME

- Use the Islamic calendar to find a particular date/day.

INFORMATION FOR TEACHERS

The teachers should know how to use the Islamic calendar.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Picture of the Islamic calendar, Textbook

INTRODUCTION

1. Ask students, on which date do we celebrate Eid-ul-Fitr.
2. Take students' responses and write 1 Shawal on the board.
3. Ask students, how do we know the day on which Eid-ul-Fitr falls every year.
4. Take students' responses and tell them that in today's lesson we will learn to use the Islamic/Lunar calendar.

DEVELOPMENT

Activity 1:

1. Paste a picture of a month of an Islamic/lunar calendar on the board and describe its parts as follows:

2. Tell them that the big block shows year and month.
3. The second row shows days of the week from Sunday to Saturday and the numbers show dates.
4. Ask students to open page 136 of the textbook and look at the calendar.
5. Tell them that a calendar is a record of all months, dates, and days of the year.
6. Ask students, how many months they see on the calendar.
7. Take students' responses and tell them there are 12 months in a year.
8. Tell students that if we count all the days of the Islamic calendar, there will be 354 or 355 days.

Activity 2:

1. Ask students, on which date do we celebrate Eid-ul-Adha.
2. Take students' responses and write the date on the board.

   10^{th} Zul Hajjah

3. Tell students that we will use the Islamic calendar to find out the day of the Eid-ul-Adha.
4. Guide students that first we will go to the month (e.g., Zul Hajjah) and then date (e.g., 10).
5. Tell them that we will go up in the column of the date to find the day.
6. Ask students to find out the day of 12^{th} Rabi ul Awwal using the Islamic calendar given in the textbook.
7. Check students' responses.
8. Guide students where required.

CONCLUSION / SUM UP

Tell students that:

1. A calendar is a record of all months, dates, and days of the year.
2. There are 354 or 355 days in a year.
3. There are 12 months in a year.

ASSESSMENT

1. Write the following dates on the board and ask students to copy them in their notebooks.
2. Ask students to find out the days of the given dates using the Islamic calendar on page 136 of the textbook and write in the given table.

Dates	Days
14 Shawwal	
10 Muharram	
15 Sha'ban	

HOMEWORK / FOLLOW UP

Complete the table on page 137 of the textbook.

TWO DIMENSIONAL (2-D) FIGURES

STUDENT LEARNING OUTCOMES

- Identify the figures like square, rectangle, triangle, circle, semi-circle and quarter-circle.
- Identify vertices and sides of a triangle, rectangle and square.

INFORMATION FOR TEACHERS

The teachers should be able to:

1. Draw figures like square, rectangle, triangle, circle, semi-circle and quarter-circle.
2. Identify the vertices and sides of a square, triangle and rectangle.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Chart showing shapes (triangle, circle, square), Scissors, Worksheets, Round shaped papers, Textbook

INTRODUCTION

1. Draw/paste the following chart on the board:

Column A - Shape	Column B – Everyday Object

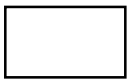
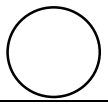
2. Call three students one by one on the board and ask each student to look at the given shapes in column A and match them with one everyday object in column B.
3. Take students' responses and ask the class to comment if it is correct or incorrect.

4. Guide students where required and tell them that in today's lesson they will learn about shapes.

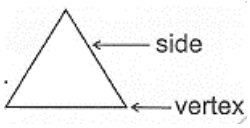
DEVELOPMENT

Activity 1:

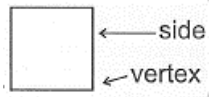
1. Draw the following table on the board.

Shape	Name of the Shape	Number of Sides
	Triangle	
	Square	
	Rectangle	
	Circle	

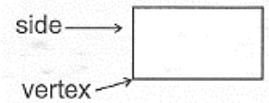
2. Point out one shape at a time and read aloud its name.
3. Ask students to repeat after you.
4. Ask students to count the number of sides of each shape.
5. Select three students randomly and ask them one by one to tell the number of sides a shape (triangle, square, rectangle) have.
6. Take students' responses and write them in the table.
7. Guide students where required.
8. Ask the class, how many sides does a circle have.
9. Take students' responses and write 0 in the table. Tell students that a circle does not have any side.
10. Now tell students that the point where two lines meet in a triangle, square or a rectangle is called vertex. It is defined as the corner of any shape.
11. Explain the characteristic of each shape as follows using diagrams.
    i. A triangle has three sides and three vertices.



    ii. A square has four sides and four vertices. All the sides of a square are equal in length.

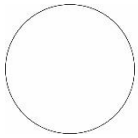


    iii. A rectangle has four sides and four vertices. The opposite sides of the rectangle are equal in length.

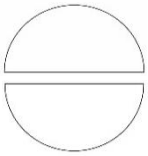


Activity 2:

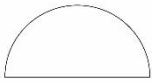
1. Divide the class into four groups.
2. Cut four papers in round shape and give one round-shaped paper to each group.



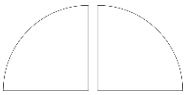
3. Tell each group to fold the paper and divide it into two equal parts.



4. Tell them that the half part of the circle is called a semi-circle.



5. Tell them to fold the semi-circle and divide it into two equal parts.



6. Tell them that the half part of the semi-circle is called a quarter-circle.

CONCLUSION / SUM UP

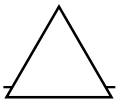
Tell students that:

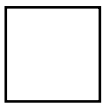
1. The corner of any shape is called vertex.
2. A triangle has three sides and three vertices.
3. A square has four sides and four vertices. All the sides of a square are equal in length.
4. A rectangle has four sides and four vertices. The opposite sides of the rectangle are equal in length.
5. Half of a circle is called a semi-circle.
6. Half of the semi-circle is called a quarter-circle.

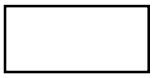
ASSESSMENT

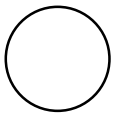
1. Draw the following table on the board.
2. Ask the students to copy it in their notebooks and complete it.
3. Check students' responses and provide feedback.

Fill in the blanks.

i.  I have _____ sides and _____ vertices. Who am I?_____

ii.  I have _____ sides and _____ vertices. Who am I?_____

iii.  I have _____ sides and _____ vertices. Who am I?_____

iv.  I have _____ sides and _____ vertices. Who am I?_____

HOMEWORK / FOLLOW UP

Give the following worksheet to students as homework.

Colour the shapes in the given diagram as follows:

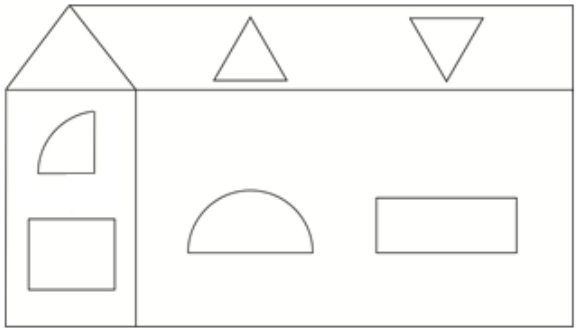
Triangle: **Yellow**

Square: **Red**

Semi-circle: **Green**

Quarter-circle: **Blue**

Rectangle: **Purple**



STRAIGHT LINES AND CURVES

STUDENT LEARNING OUTCOMES

- Differentiate between a straight line and a curve.
- Identity straight lines and curves from the given line and a curve.
- Use a ruler to draw a straight line of the given length (exclude fractional length).

INFORMATION FOR TEACHERS

Teachers should be able to:

1. Differentiate between straight line and curve line.
2. Draw a straight line and a curve.

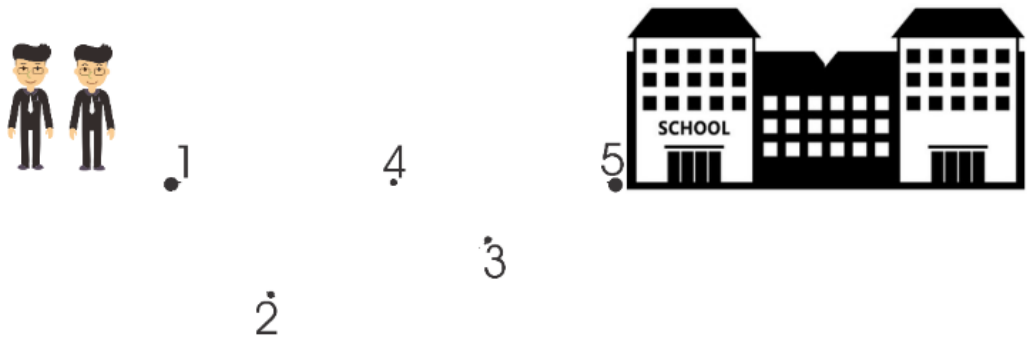
DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

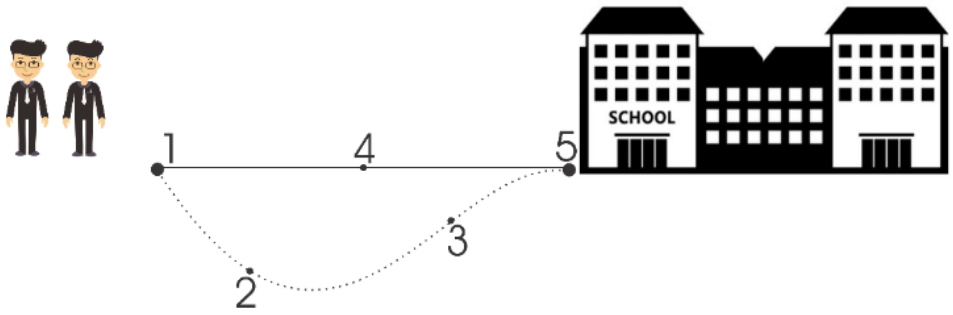
- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Draw the following pattern of points on the board.



2. Tell students that we have to help the boys to reach the school.
3. Ask a student to come and join the dots 1, 4, and 5 to find the path to school for the boys.
4. Take student's response.
5. Ask another student to come and join the dots 1, 2, 3, and 5 to make another path for the boys.

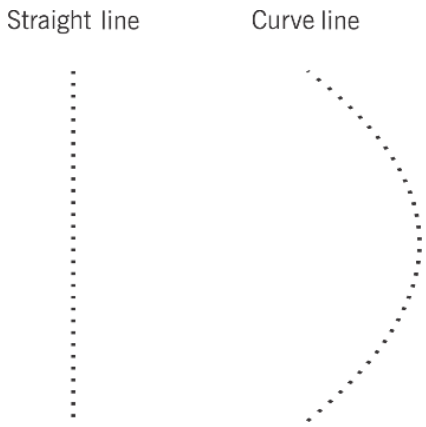


6. Tell the class that there are two types of paths. The line joining the points 1, 4, and 5 is called a straight line while the line joining the points 1, 2, 3, and 5 is called a curved line.

DEVELOPMENT

Activity 1:

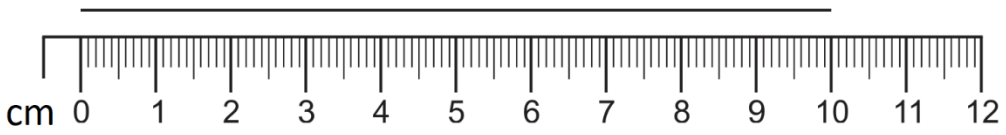
1. Select two students randomly and ask them to come to the board.
2. Divide the board into two parts; label one as 'straight line' and the other as 'curve line'.
3. Tell one boy to draw a straight line in the part of the board labelled as 'straight line' and the other boy to draw a curve line in the part of the board labelled as 'curve line'.
4. Help students during the activity.
5. Tell the class to observe the difference between both lines.



Activity 2:

1. Show the ruler to the class and tell them that they have used it in the unit 'Measurement' to measure the length of the objects. Today, we will use it to draw a straight line.
2. Tell students that suppose we have to draw a line of length 10 cm.
3. Ask students to take out their copies, pencils, and rulers.

4. Put the ruler on the board and make a mark at point 0 and another mark at point 10.
5. Ask students to do the same step in their copies.
6. Join both marks with the help of a ruler.
7. Ask students to do the same step in their copies.
8. Tell students that the required straight line of 10 cm length is ready.

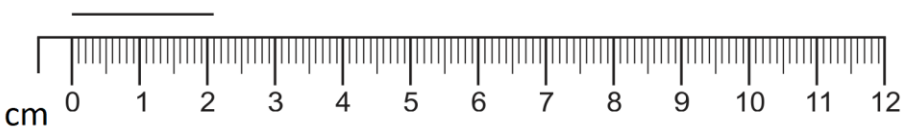
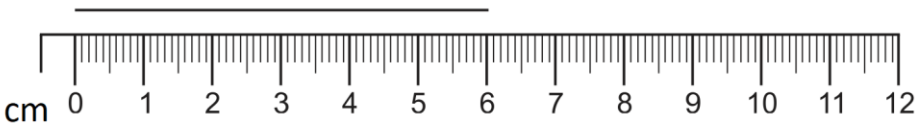


CONCLUSION / SUM UP

1. Tell students that the two types of lines we have learned today are straight lines and curved lines.

ASSESSMENT

1. Draw the following lines on the board showing ruler.

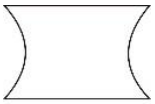
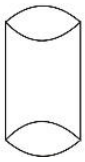
i.	
ii.	

2. Ask the students to read the measurement on the rulers and write the answers in their notebooks.
3. Make pairs of students and ask one student to check the answers of the other student.
4. At the end write the correct answers on the board.
    i. 2 cm ii. 6 cm
5. Guide students where required.

HOMEWORK / FOLLOW UP

1. Write the following question on the board and ask students to answer it in their notebooks.

   Write the total number of straight lines and curve lines in the given figure.

	Curve Lines	Straight Lines
	_____	_____
	_____	_____

2. Draw a line of 7cm in your notebook.

PATTERNS

STUDENT LEARNING OUTCOME

Make complete geometrical patterns on a square grid according to one or two of the following attributes:

1. Shapes
2. Size
3. Orientation

INFORMATION FOR TEACHERS

The teachers should know how to use a square grid to make different geometrical shapes

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Pencils, Sharpeners, Square grids, Flashcards (showing different shapes), Textbook

INTRODUCTION

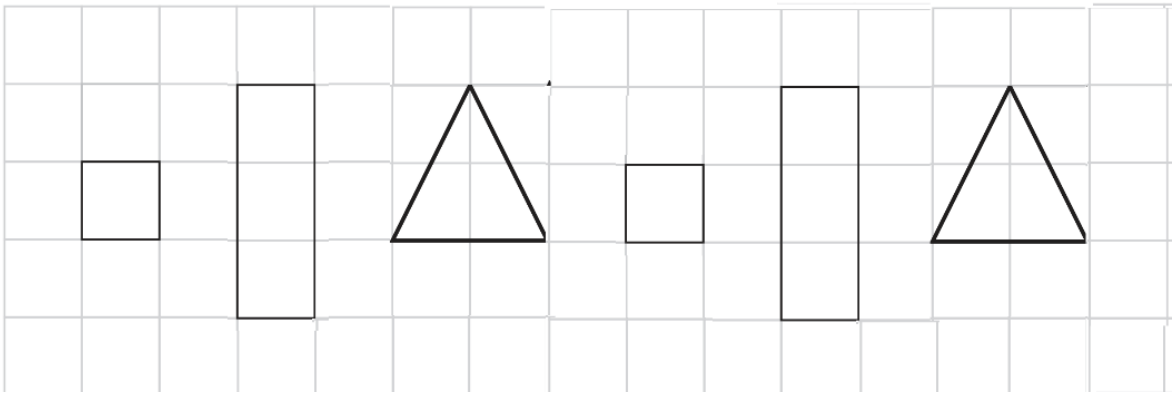
1. Place a few pencils and sharpeners on the table in front of the class.
2. Call a student and tell him to pick two pencils and two sharpeners and place them on the table in an arrangement of his own choice.
3. Draw the arrangement on the board.
4. Ask another student to come and pick the pencils and sharpeners.

5. Ask him to place the pencils and sharpeners on the table in an arrangement of his own choice.
6. Draw his arrangement on the board.
7. Tell students that this arrangement of things in proper order is called 'pattern' and in today's lesson we will learn to make geometrical patterns on a square grid.

DEVELOPMENT

Activity 1:

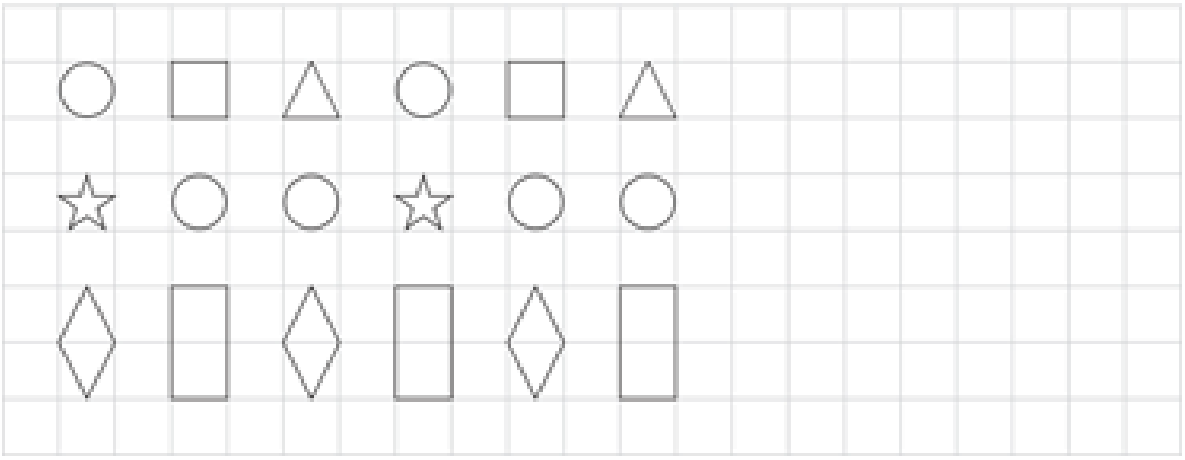
1. Divide the class into suitable groups.
2. Give a square grid to each group.
3. Draw different shapes on the board. E.g., 3 triangles, 3 squares, 3 rectangles.
4. Ask each group to arrange the shapes in a specific order on the square grid.
5. Check each group's pattern.
6. Show the following square grid to the students which shows a pattern using triangles, squares and rectangles.



7. Tell students that in the given figure, there is a square, then rectangle and then a triangle. The same arrangement of the shapes is repeated.
8. The arrangement of things in a proper order is called a 'pattern'.

Activity 2:

1. Divide the class into three groups.
2. Give each group a set of flashcards showing different shapes. E.g., circles, squares, diamonds, rectangles, triangles.
3. Ask each group to arrange the given flashcards in a pattern.
4. Give each group a square grid and ask them to draw their pattern on it.



5. Check each group's work.
6. Guide students where required.

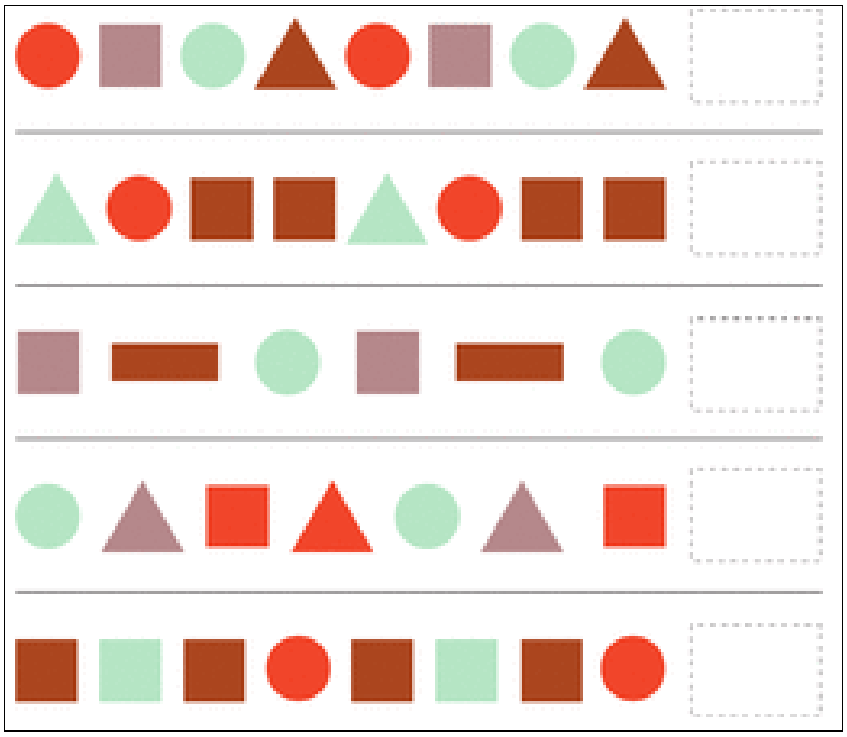
CONCLUSION / SUM UP

Tell students that:

1. The arrangement of things in proper order is called a 'pattern'.
2. We draw patterns on a square grid.

ASSESSMENT

1. Draw/Paste the following chart on the board.



2. Ask the class to study the given patterns carefully.

3. Call five students one by one to complete each pattern.
4. Take students' responses. Ask the class to see and comment if the answers are correct or incorrect.
5. Guide students where required.

HOMEWORK / FOLLOW UP

Do exercise 4 on page 152 of the textbook.

LESSON

58

THREE DIMENSIONAL (3-D) OBJECTS

STUDENT LEARNING OUTCOME

- Recognize and name 3-D objects (cubes, cuboids, cylinder, cone, sphere).

INFORMATION FOR TEACHERS

The teachers should know that a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions – length, width, and height. E.g., cubes, cuboids, cylinders, cones, spheres.

DURATION / NO OF PERIODS: 35 MINUTES / 1 PERIOD

MATERIALS / RESOURCES REQUIRED

- Board, Marker/Chalk, Duster, Textbook

INTRODUCTION

1. Draw a rectangle on the board.
2. Place a box of chalks on the table.
3. Ask students to look at the shape on the board and the box of chalks.
4. Tell them that the rectangle on the board has length and width while the box has length, width, and height. Hence, this box of chalks is a cube or a three-dimensional shape.
5. Tell students that an object which has length, width, and height is called a 3-D object and in today's lesson we will learn about 3-D shapes.

Activity 1:

1. Prepare cards of different shapes e.g., square, rectangle, circle, and triangle.
2. Place a box of chalks, a dice, a shoebox, an ice-cream cone, and a ball on the table as examples of 3-D objects.
3. Select four students to come in front of the class.
4. Ask one student to pick up the box of chalks and the square card. Hold them together to show it to the class.
5. Similarly, call another student to pick and hold an ice-cream cone and the triangle card.
6. Repeat the above step by placing a shoebox and the rectangle card together, and the ball and the circle card together.

7. Tell students that the box of chalks is a cube, the ice-cream cone is a cone, the shoebox is a cuboid and the ball is a sphere. These objects have length, width, and height (unlike 2-D objects) so, they are called 3-D objects.

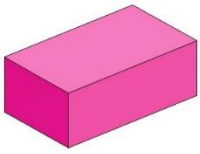
CONCLUSION / SUM UP

Tell students that:

1. A three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions – length, width, and height.
2. Examples of 3-D shapes include cubes, cuboids, cylinders, cones, spheres.

ASSESSMENT

1. Draw the following table on the board.
2. Call four students one by one on the board to match one object in column A with one shape in column B.

Column A	Column B
	Sphere
	Cube
	Cone
	Cuboid
	Cylinder

3. Check students' responses.
4. Guide where required.

HOMEWORK / FOLLOW UP

Do question 7 on page 158 of the textbook.

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　　کِشورِ حسین شاد باد
تُو نِشانِ عزمِ عالی شان　　ارضِ پاکستان!

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قوم، ملک، سلطنت　　پائندہ، تابندہ باد

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سبقی منصوبے برائے اساتذہ کرام

اُردُو

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

جملہ حقوق بحق نِظامتِ نصاب و تعلیمِ اساتذہ ، خیبر پختونخوا، ایبٹ آباد محفوظ ہیں۔

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تکنیکی معاونت:

خیبر پختونخوا ایجوکیشن سیکٹر پروگرام

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اہم نوٹ:

محترم اساتذہ،

ان سبقی منصوبوں میں دیے گئے درسی کتب کے صفحہ نمبر کے حوالا جات،
تعلیمی سال 22-2021 میں چھپی ہوئی کتب کے مطابق ہیں۔
لہذا آپ سے گزارش ہے کہ آنے والے تعلیمی سالوں میں چھپنے والی کتب کے مطابق ترامیم کریں۔

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NOTIFICATION:

No.5564-5727/F.24/Vol-II/SLP/G-II/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-II 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 تربیّت کے حوالے سے مختلف ہو سکتا ہے۔ موئثر تدریس کے لیے ہر اچھے استاد کو سبقی منصوبے کی ضرورت ہوتی ہے۔ تدریس کو موئثر بنانے اور طلبہ کی تفہیم اور تحصیلِ علم کے عمل کو بہتر بنانے کے لیے سبقی منصوبے کی تیّاری بہت اہمیت رکھتی ہے۔

سبقی 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 موئثر تدریس کو یقینی بناتے ہیں ۔سبقی منصوبے اسباق کی موئثر تیاری اور درست سمت کے تعین میں استاد کو مدد دیتے ہیں۔ خیبر پختونخوا کے تناظر میں سبقی منصوبے اساتذہ کو جدید طریقہ ہائے تدریس اور موئثر اکتسابی عمل کے لیے درست سمت فراہم کرنے کے لئے تیار کیے جاتے ہیں۔

روایتی طرزِ تدریس:

پاکستان میں زیادہ تر اساتذہ پڑھائی کے دوران درسی کتاب پر ہی انحصار کرتے ہیں۔ وہ کمرا جماعت میں داخل ہوکر طلبہ کو کسی خاص صفحے پر کتاب کھول کر متن کا کوئی حصّہ پڑھنے کا کہتے ہیں۔ درسی مواد کو سادہ زبان میں تبدیل کرنے اور اسے دُہرانے کے مقصد کے حوالے سے طلبہ سے سوالات پوچھتے ہیں۔ وہ تمام مضامین (سوائے ریاضی کے) اور اسباق اسی طریقے سے پڑھاتے ہیں ۔بعض حالات میں استاد نصاب یا کسی خاص درجے کے طلبہ کے لئے مخصوص حاصلاتِ تعلّم کی مؤثر تکمیل سے قاصر رہتا ہے ۔ سبقی منصوبے تدریس کے عمل کو موئثر بناتے ہیں اور متعلقہ سرگرمیوں کے لیے واضح اہداف فراہم کرتے ہیں تاکہ طلبہ بہتر طریقے سے سیکھ کر نصابی سنگ میل سر کر سکیں۔

سبقی منصوبہ کیا ہے؟

سبقی 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 تعلّم کے حصول کے لیے مرتب کیا جاتا ہے۔

سبقی منصوبہ استاد کے لیے حاصلاتِ تعلّم کی تکمیل کا ایک مؤثر ذریعہ ہے۔ استاد ایسی موزوں اور مناسب تدریسی سرگرمیاں ترتیب دیتا ہے،جن کے ذریعے سے طلبہ کے تعلّم کا جائزہ لیا جا سکتا ہے۔ ایک اچھا تیار شدہ سبقی منصوبہ استاد کو کمرا جماعت میں پر اعتماد بناتا ہے اور طلبہ کی سیکھنے کی صلاحیت کو جِلا 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 تعلّم کے معیار کو بہتر بنانا۔
- مقاصد کی واضح سمت کا تعین۔
- حاصلاتِ تعلم کے حصول میں معاونت۔
- دستیاب وقت اور وسائل کا مؤثر استعمال۔
- مناسب مواد کی تیّاری 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 حصّہ: حاصلاتِ تعلم کا تعین کرنا، یعنی طلبہ کیا سیکھیں گے؟ سبق اور سرگرمیوں کے بعد وہ کیا کرنے کے قابل ہوں گے؟
- دوسرا حصّہ: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 حصّہ: ایک ایسا طریقۂ کار اختیار کرنا جو طلبہ کو نیا نصاب سیکھنے میں مدد دے۔
- چوتھا حصّہ: ایک ایسا طریقۂ کار اختیار کرنا جس سے طلبہ کے حاصلاتِ تعلّم کے حصول کو جانچا جا سکے ۔

سبقی منصوبے کے حصّے:

سبقی منصوبے کے اہم حصّوں میں تدریسی سبق، عنوان /موضوع ، طلبہ کے حاصلاتِ تعلّم کی پہچان، سیکھنے کے عمل سے متعلق سرگرمیوں کا ترتیب وار سلسلہ: جس میں تعارفی سرگرمیاں، پختگی کے لئے نتیجہ خیز سرگرمیاں، استعمال ہونے والے 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 یاخصوصی توجہ کا طالب کوئی موضوع جیسے: ماحولیاتی آلودگی وغیرہ۔

- نصاب میں سے طلبہ کے حاصلاتِ تعلّم جاننا: قومی نصاب میں ہر موضوع کے حوالے سےطلبہ کے حاصلاتِ تعلّم کا تعین کردیا گیاہے۔ طلبہ کے حاصلات 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 تعلّم 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 / ذیلی 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 کوترغیب 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 دِلچسپی کوابھارا 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 ہوجائے۔ یہ سرگرمیاں حاصلاتِ تعلّم کے حصول کو ممکن بناتی ہیں۔ یہ نئے تصورات، مہارتوں اور اقدار کو متعارف کراتی ہیں یا پہلے سے سیکھے ہوئے تعلّم کو بنیاد بنا کر نئی معلومات کے حصول کو ممکن بناتی ہیں۔ یہ تمام سرگرمیاں مربوط ہونی چاہییں۔اطلاقی سرگرمیاں طلبہ کی سیکھنے کی صلاحیت کو بہتر بنانے کے ساتھ اُنھیں تصورات اور مہارتوں کو استعمال میں لانے کے قابل بناتی ہیں۔ تخلیقی اور اظہاری سرگرمیاں تعلّم کو تقویت دیتی ہیں اوران سے اکتسابی عمل کا حقیقی انداز میں اطلاق ممکن ہوتا ہے۔ ان سرگرمیوں میں مل جُل 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 تعلّم کو پختگی بخشنے ،خلاصہ بیان کرنے اور طلبہ کو اپنے علم اور مہارت کو روزمرّہ 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 تفریحی سرگرمی بن جائے گی۔
- تعلّم کا جائزہ : جائزے کی حکمت عملیوں سے ہمیں اندازہ ہوتا ہے کہ کس حد تک حاصلاتِ تعلّم کا حصول ممکن ہوا ہے۔سبق کے آغاز سے اختتام تک ہر مرحلے پر تعلّم کا جائزہ اہمیت کا حامل ہوتاہے۔ 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 پوچھنااور وقت سے پہلے آزمائشوں کی تیاری وغیرہ ۔
- تفویض کار : سبقی منصوبہ بندی کا یہ حصّہ تدریس کے دوران انجام دی گئی سرگرمیوں سے متعلق تفویضِ کار پر مبنی ہوتا ہے جو طلبہ گھر سے کر کے لاتے ہیں ۔

پیش لفظ

محکمہ ابتدائی و ثانوی تعلیم خیبر پختونخوا 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 ۔پرائمری سطح پر معیاری تعلیم اس مقصد کے حصول کی طرف پہلا قدم ہے۔

اس مقصد کے حصول کے لیے نظامتِ نصاب و تعلیمِ اساتذہ خیبر پختونخوا، 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 ذمے داری اٹھائی ہے۔معیار کی بہتری کے لیے اٹھائے گئے اقدامات میں ایک قدم پرائمری سطح پر سبقی منصوبوں کی تیاری بھی ہے، جو اساتذہ کو نئی تدریسی طریقوں پر عمل درآمد میں مدد فراہم کرتے ہیں۔ یہ رہ نمائے اساتذہ ،اساتذہ کو مواد کی فراہمی، مؤثر تدریسی طریقوں اور تعلّم کا جائزہ لینے میں مدد گار ثابت ہوں گے۔ یہ رہ نما کتب اسباق میں اساتذہ اور طلبہ کی مؤثر شمولیت کو یقینی بناتے ہیں۔ ان سبقی منصوبوں میں ایسی سرگرمیاں شامل ہیں جن کا مرکزی نقطہ طلبہ ہیں۔

سبقی منصوبوں کی یہ رہ نما کتب پہلی مرتبہ ۲۰۱۳ء میں ترتیب دی گئیں، جو کہ ۲۰۰۶ء کے نصاب پر مبنی حاصلاتِ تعلّم پر مشتمل تھیں۔ ۲۰۱۸ ۔ ۱۹ میں نظامتِ نصاب و تعلیمِ اساتذہ خیبر پختونخوا نے تعلیمی کیلنڈر کے مطابق جماعت اوّل تا سوم کے ان حاصلاتِ تعلّم سے متعلق اسباق کی تیاری اور ان پر نظر ثانی کی ذمے داری نبھائی جو پہلے سے موجود نہیں تھے۔

اب چوں کہ نظر ثانی کے بعد جماعت اوّل 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 سبقی منصوبے تیار کرکے انھیں نئے نصاب سے ہم آہنگ کیا جائے ۔ نظامتِ نصاب و تعلیمِ اساتذہ خیبر پختونخوا نے نصاب ۲۰۲۰ء کے عین مطابق سبقی منصوبوں کی تیاری کے لیے نصاب اور متعلقہ مضامین کے ماہرین پر مشتمل مختلف کمیٹیاں بنائیں۔ نظامتِ نصاب و تعلیمِ اساتذہ خیبر پختونخوا سبقی منصوبوں کی تیاری اور نظرثانی کے لیے ان ماہرین کی کاوشوں پر انھیں خراجِ تحسین پیش کرتا ہے۔

علاوہ ازیں نظامتِ نصاب و تعلیم اساتذہ خیبر پختونخوا ان سبقی منصوبوں کی تکمیل میں تکنیکی معاونت فراہم کرنے پر خیبر پختون خوا ایجوکیشن سیکٹر پروگرام (کے۔ای۔ایس۔پی) کا بھی شکر گزار ہے۔

گوہر علی خان
ڈائریکٹر نصاب و تعلیمِ اساتذہ خیبر پختونخوا، ایبٹ آباد

مهینہ

1

سبق نمبر
1

سوال سمجھ کر جواب دینا

طلبہ کے حاصلاتِ تعلم

- سوال سمجھ کر اس کا جواب دے سکیں۔

معلومات برائے اساتذہ

1. سوال سمجھنا طلبہ کے لئے بہت ضروری ہے کیونکہ اِسی سمجھ بوجھ کی مدد سے طلبہ مناسب جواب دینے کے قابل ہوتے ہیں۔
2. طلبہ سے اُن کی ذہنی استعداد اور درجے کے مطابق سوالات پوچھیں تاکہ طلبہ میں ذہنی آمادگی پیدا ہو۔ جس سے وہ کسی بھی سوال کا
3. بہ آسانی جواب دیں۔
4. سوال سمجھنا 'پڑھائی' کی ایک ایسی حکمت عملی ہے جس کی مدد سے طلبہ میں کسی بھی دیے ہوئے متن کا ادراک اور سوچنے کا مادہ پیدا ہوتا ہے۔سوال پوچھتے ہوئے اس بات کا خیال رکھیں کہ تمام سوالات سطحی درجے کے مطابق نہ ہوں بلکہ کچھ سوالات ایسے بھی ہونے چاہیے جن سے انھیں سوچ و بچار اور غوروفکر کا موقع ملے۔
5. سوال کرنے سے متن کو سمجھنے میں کافی حد تک بہتری آتی ہے اور اس بات کا بھی اندازہ ہوتا ہے کہ طلبہ نے متن سے کیا تفہیم حاصل کی ہے اور اُسے متن سمجھنے کے لیے مزید کہاں معاونت کی ضرورت ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

تعارف: 5منٹ

1. دی گئی عبارت پڑھیں اور طلبہ کو غور سے سننے کا کہیں۔
2. طلبہ سے درج ذیل سوالات پوچھیں۔
   - چیونٹی اپنا بل کہاں بناتی ہے؟
   - بل میں کتنی طرح کی چیونٹی ہوتی ہیں؟
   - سب سے بڑی چیونٹی کیا کہلاتی ہے؟

چیونٹی زمین میں چھوٹے چھوٹے بل بنالیتی ہے۔ ہر بل میں تین طرح کی چیونٹیاں ہوتی ہیں۔ ان میں سب سے بڑی چیونٹی 'ملکہ' کہلاتی ہے۔ جس کے 'پَر' ہوتے ہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. دی گئی عبارت تختہ تحریر پر لکھیں۔

3. جوڑوں سے تختہ تحریر پر لکھی گئی عبارت اپنی کاپی میں لکھنے کا کہیں۔
4. جوڑوں کو عبارت غور سے پڑھنے کا کہیں۔ پہلے ایک ساتھی پڑھے اور دوسرا سُنے پھر دوسرا ساتھی پڑھے اور پہلا سُنے۔
5. اُستاد طلبہ کی مناسب رہ نمائی کریں۔
6. عبارت پڑھنے کے لیے طلبہ کو ۵ منٹ کا وقت دیں۔

ہمارا وطن

ہمارے وطن کا نام پاکستان ہے۔ قائداعظم محمد علی جناح اس کے بانی ہیں۔ پاکستان 14 اگست 1947 میں بنا۔ پاکستان بہت سی قربانیوں کے بعد حاصل ہوا۔ ہمارے وطن میں بہت سی قومیں آباد ہیں، جن کی مختلف زبانیں ہیں۔ ہماری قومی زبان اُردُو ہے، جس پر ہم فخر کرتے ہیں۔

سرگرمی نمبر 2: 10 منٹ

1. طلبہ سے عبارت کے متعلق سوالات پوچھیں۔
   - پاکستان کے بانی کون ہیں؟
   - پاکستان کب بنا؟
   - پاکستان میں بولی جانے والی دو زبانوں کے نام بتائیں؟
2. طلبہ سے انفرادی طور پر ان سوالات کے جوابات اخذ کروائیں۔
3. جوابات دینے والے طلبہ سے ہاتھ کھڑا کرنے کا کہیں۔
4. درست جواب دینے پر طلبہ کی حوصلہ افزائی کریں اور اُن کو شاباش دیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے نتیجے میں طلبہ متن کو غور سے پڑھنے کے بعد سوال سمجھ کر آسانی سے جواب دینے کے قابل ہو گئے ہیں۔ اس مشق کو طلبہ کے ساتھ جاری رکھیں تاکہ تفہیم کا سلسلہ جاری رہے۔

جائزہ/جانچ: 5منٹ

1. دو یا تین طلبہ سے پوچھیں:
   - آج پڑھی گئی عبارت کی چند باتیں بتائیں؟
   - ہماری قومی زبان کون سی ہے؟
2. درست جواب ملنے پر طلبہ کی حوصلہ افزائی کے لئے تالیاں بجوائیں۔
3. ایسے طلبہ کو موقع دیں جنھیں پہلی سرگرمی میں جواب دینے کا موقع نہ ملا ہو۔

مشق: 2منٹ

گھر سے درسی کتاب کے صفحہ نمبر ۴ پر دی گئی سرگرمی مل کر کریں بات میں تصویر سے متعلق پوچھے گئے سوالوں کے جواب اپنی کاپی میں لکھ کر لائیں اور اگلے دن کمرا جماعت میں اپنے ساتھیوں کو سُنائیں۔

سبق نمبر
2

ایک منٹ میں (ستّر) ۷۰ کثیر الاستعمال ارکان پڑھنا

طلبہ کے حاصلاتِ تعلم

ایک منٹ میں کم از کم (ستّر) 70 کثیر الاستعمال ارکان درستی سے پڑھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کے لیے اُردُو متن میں دیے گئے کثیر الاستعمال ارکان کا درستی سے پڑھنا متن کو روانی سے پڑھنے کے لیے بہت ضروری ہے۔ اس کی مدد سے وہ بہ آسانی الفاظ پڑھ اور لکھ سکیں گے۔
2. طلبہ جماعت اوّل میں ارکان پڑھنا سیکھ چکے ہیں۔ باربار طلبہ کے ساتھ ارکان کی آوازوں کی مشق کروائیں۔ /با/، /بو/، /بی/، /بے/، /پا/۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔/یے/ طلبہ کو ایک دائرہ میں کھڑا کروائیں اور سیکھے گئے ارکان کی آوازوں کی مشق کروائیں۔
3. ارکان سازی کی مدد سے طلبہ حروف اور ارکان کے ساتھ ملا کر الفاظ بنا سکتے ہیں۔اس لیے طلبہ کو کثیر الاستعمال ارکان کے پڑھنے پر عبور حاصل کرنا ضروری ہے۔

دورانیہ: 70منٹ/دو پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، اسٹاپ واچ و غیرہ

تعارف: 5منٹ

طلبہ کو بتائیں کہ آج کا دن ہمارے لیے بہت دل چسپ ہے۔ آج ہم ایک منٹ میں 70 ارکان درستی سے پڑھنے کی مشق کریں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. یہ سرگرمی تمام طلبہ کے ساتھ انفرادی طور پر کریں۔
2. ایک وقت میں ایک طالب علم/طالبہ کو پاس بلائیں۔ اور باقی طلبہ کو کسی دوسری سرگرمی میں مصروف رکھیں۔
3. طلبہ کے سامنے درسی کتاب کا صفحہ نمبر۷ اس طرح رکھیں کہ دوسرے طلبہ اسے نہ دیکھ سکیں۔
4. طلبہ کو دائیں طرف کے رکن پر انگلی رکھ کر بتائیں کہ یہاں سے پڑھنا شروع کریں۔
5. اپنے موبائل یا اسٹاپ واچ آن کریں اور ۶۰ سیکنڈ کا وقت طے کریں۔
6. پڑھنے کے دوران طلبہ کے ارکان کی اصلاح نہ کریں۔
7. اُستاد/اُستانی درست نہ پڑھے جانے والے ارکان کو نوٹ کرے۔
8. ایک منٹ بعد طالب علم/طالبہ کو روک دیں۔

9. ارکان پڑھنے کی سرگرمی فرداً فرداً تمام طلبہ سے کروائیں۔

دوسرا پیریڈ: عزیز طلبہ ! آج ہم ارکان پڑھنے کی مشق کو جاری رکھیں گے۔

سرگرمی نمبر2:

1. جب طلبہ ارکان پڑھ لیں تو انھیں درسی کتاب کا صفحہ نمبر ۷ میں دیے گئے ارکان پڑھنے کا کہیں۔
2. طلبہ سے کہیں کہ جوڑوں میں ان ارکان کو پڑھنے کی کوشش کریں۔
3. اساتذہ اسٹاپ واچ آن کریں اور پہلے ساتھی کو ارکان پڑھنے کا کہیں اور ایک منٹ بعد رُکنے کا اشارہ کریں۔ اب ساتھی سے کہیں کہ نوٹ کریں کہ کتنے ارکان پڑھے ہیں۔ یہی طریقہ دوسرے ساتھی کے ساتھ دہرائیں۔
4. جوڑوں میں جس طالب علم/طالبہ نے ایک منٹ میں تمام ارکان درست پڑھے ہیں اسے بلند آواز سے پڑھنے کا کہیں اور باقی طلبہ خاموشی سے سُنیں۔
5. اب تمام طلبہ سے کہیں کہ وہ انفرادی طور پر یہی ارکان دوبارہ پڑھیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ ایک منٹ میں 70(ستّر) کثیر الاستعمال ارکان پڑھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. اُستاد/اُستانی کمرا جماعت میں موجود کسی بھی طالب علم/طالبہ سے درسی کتاب میں دیے گئے ارکان ایک منٹ میں پڑھوائیں۔
2. دو تین طلبہ سے ارکان پڑھوائیں۔
3. درست ارکان پڑھنے پر طلبہ کو شاباش دیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ وہ ان ارکان مدد سے کم ازکم دس الفاظ بنا کر اپنی کاپی میں لکھ کر لائیں جیسے تا، لا= تالااور یہ الفاظ اپنے ساتھیوں کو بھی بنانا سکھائیں۔

نوٹس

سبق نمبر
3

ٹی-وی، موبائل اور کمپیوٹر پر سادہ جملے پڑھنا

طلبہ کے حاصلاتِ تعلم

- ٹی۔ وی، موبائل اور کمپیوٹر وغیرہ پر سادہ جملے پڑھ سکیں۔

معلومات برائے اساتذہ

1. جدید ذرائع ابلاغ میں موبائل اور کمپیوٹر وغیرہ شامل ہیں۔ آج کل ٹیلی ویژن میں بھی جدّت آگئی ہے۔ اب کیبل کی مدد سے کئی چینل دیکھے جاسکتے ہیں۔ ضرورت اس بات کی ہے کہ اساتذہ نہ صرف خود ان جدید ذرائع ابلاغ کا استعمال کر سکیں بلکہ طلبہ کی دل چسپی کے لیے انھیں طریقہ تدریس میں شامل کرنے کا سوچیں۔
2. اساتذہ کے لیے یہ جاننا بھی ضروری ہے کہ کمرا جماعت کے طلبہ کے حوالے سے ایسے مواد کا انتخاب کریں جو دلچسپ ہو اور طلبہ آسانی سے پڑھ سکیں۔
3. طلبہ کو ٹی وی، موبائل اور کمپیوٹر پر سادہ جملے پڑھنے کا مواقع فراہم کریں تا کہ طلبہ ان ذرائع ابلاغ کے استعمال میں دل چسپی لیں اور اُردُو میں سادہ جملے پڑھ سکیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، اُستاد/اُستانی کا موبائل، کمپیوٹر (اگر دستیاب ہو) وغیرہ۔

تعارف: 5منٹ

1. اُستاد/اُستانی موبائل یا کمپیوٹر پر کورونا سے بچاؤ کے حوالے سے اشتہار نکالیں۔
2. کسی ایک طالب علم/طالبہ سے اشتہار پڑھوائیں۔
3. آخر میں انھیں اشتہار پڑھ کر سُنائیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. اُستاد/اُستانی طلبہ کے سامنے موبائل میں موجود کوئی پیغام یا دوسری تحریر نکالنے کا طریقہ سکھائیں۔
2. اب طلبہ کو دو گروپوں میں تقسیم کریں۔
3. پہلے گروپ کو صفائی کے حوالے سے پیغام نکالنے کا کہیں۔
4. دوسرے گروپ کو پولیو مہم کے حوالے سے پیغام نکالنے کا کہیں۔
5. دونوں گروپوں سے کہیں کہ پیغام کو غور سے پڑھ کر سمجھنے کی کوشش کریں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. دونوں گروپوں کا ایک ایک چارٹ اور رنگین پینسلیں دیں۔
3. گروپوں سے کہیں کہ آج کے پڑھے گئے پیغام کو چارٹ پیپر پر لکھیں اور متعلقہ تصویر بھی بنائیں۔
4. گروپوں کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔
5. اُستاد/اُستانی پیغام لکھنے میں طلبہ کی مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ اس قابل ہو گئے ہیں کہ ٹی-وی، موبائل اور کمپیوٹر پر سادہ جملے پڑھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. دونوں گروپوں سے کہیں کہ اپنا لکھا ہوا پیغام ایک دوسرے کو پڑھ کر سُنائیں۔
2. دو یا تین طلبہ سے اشتہار میں دیے گئے پیغام کے بارے میں پوچھیں۔
3. گروپوں سے یہ پیغام کمرا جماعت میں آویزاں کروائیں۔

مشق: 2منٹ

گھر میں ٹی-وی/موبائل/کمپیوٹر سے کوئی سے تین جملے پڑھیں اور درسی کتاب صفحہ نمبر ۷ سوال نمبر ۹ کے تحت دی ہوئی خالی جگہ میں جملے لکھیں۔

نوٹس

سبق نمبر
4

واحد سے جمع اور جمع سے واحد بنانا

طلبہ کے حاصلاتِ تعلم

- واحد سے جمع بنا سکیں
- واحد سے جمع اور جمع سے واحد بنا سکیں۔

معلومات برائے اساتذہ

1. تعداد یا گنتی کے لحاظ سے اسم کی دو اقسام ہیں: واحد اور جمع
   - واحد: وہ اسم جو صرف ایک چیز، شخص یا جانور کے لیے استعمال کیا جائے۔ جیسے: کُرسی، لڑکا، بلّی، وغیرہ
   - جمع: وہ اسم جو ایک سے زیادہ چیزوں، اشخاص یا جانوروں کے لیے استعمال کیا جائے جیسے: کرسیاں، لڑکے، بلّیاں وغیرہ
2. اُردو زبان میں واحد سے جمع بنانے کے قاعدے درج ذیل ہیں:
   - مذکّر اسموں کی جمع: - مذکر اسموں کے آخر میں' الف ' یا 'ہ' کی وصورت میں اُسے یائے مجہول (ے) سے بدل دیتے ہیں جیسے: لڑکا سے لڑکے، بندہ سے بندے وغیرہ
   - مذکر اسم کے آخر میں 'ا ں' کی صورت میں اسے 'یں' سے بدل دیتے ہیں جیسے: کنواں سے کنویں، دھواں سے دھویں وغیرہ
   - مؤنّث اسموں کی جمع:- اگر مؤنث اسم کے آخر میں یائے معروف (ی) ہو تو جمع بنانے کے لیے 'ا ں' بڑھا دیتے ہیں جیسے: کاپی سے کاپیاں، کرسی سے کرسیاں وغیرہ
   - اگر مؤنث اسم کے آخر میں 'یا' ہو تو آخر میں صرف نون غنہ (ں) بڑھاتے ہیں جیسے: گڑیا سے گڑیاں، چڑیا سے چڑیاں وغیرہ
3. طلبہ کو درج بالا قاعدوں کے مطابق واحد سے جمع اور جمع سے واحد بنانے کے طریقے سکھائے جائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

تعارف: 5منٹ

- کمرا جماعت میں موجود اشیا کی طرف اشارہ کر کے طلبہ سے واحد، جمع اخذ کروائیں۔ مثلاً کمرا، تختۂ تحریر، کرسی وغیرہ واحد الفاظ میں جب کہ پنکھے، دیواریں، بچے/بچیاں جمع الفاظ ہیں۔
- طلبہ کی دل چسپی مزید بڑھانے کے لیے روزمرہ زندگی سے متعلق چیزوں کے واحد جمع اُن سے اخذ کروائیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

لڑکی	کمرے
کمرا	پودے
سجدہ	ٹوپیاں
پودا	لڑکیاں
ٹوپی	سجدے

1. طلبہ کو دو گروپوں میں تقسیم کریں
2. تختۂ تحریر پر دیے گئے الفاظ کالم میں لکھیں۔
3. گروپوں سے کہیں کہ دیے گئے واحد الفاظ کو طلبہ کی مدد سے جمع سے ملائیں۔
4. گروپوں کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
5. آخر میں دونوں گروپوں سے سرگرمی تختۂ تحریر پر مکمل کروائیں۔
6. اُردو زبان میں مذکر اور مؤنث اسموں کی واحد سے جمع بنانے کے قاعدوں کی خوب مشق کروائیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. تختۂ تحریر دیے گئے نامکمل جملے لکھیں۔
3. گروپوں میں موجود طلبہ کی مدد سے جملوں میں خط کشیدہ الفاظ کی جمع اور جمع کی واحد بنا کر جملے تختۂ تحریر پر مکمل کروائیں۔

- لڑکا کہانی سنا رہا ہے جب کہ باقی۔۔۔

سبق نمبر
5

جملوں میں رُموزِ اوقاف(ختمہ، سکتہ اور سوالیہ) کا درست استعمال کرنا اور انھیں خوش خط نقل کرنا

طلبہ کے حاصلاتِ تعلم

- جملوں میں رُموزِ اوقاف (ختمہ، سکتہ اور سوالیہ) کا درست استعمال کر سکیں۔
- جملوں میں رُموزِ اوقاف کا درست استعمال کر سکیں۔
- جملوں کو رُموزِ اوقاف کے ساتھ خوش خط نقل کر سکیں۔
- سوالیہ جملے بنا سکیں ۔

معلومات برائے اساتذہ

1. ختمہ یا وقف کامل:- یہ علامت جملے کے مکمل خاتمے کے بعد لگائی جاتی ہے۔ مثلاً: ہمارے پیارے ملک کا نام پاکستان ہے۔
2. علامت استفہام یا سوالیہ نشان: - یہ علامت سوالیہ جملے کے آخر میں لگائی جاتی ہے۔ جیسے: ہماری قومی زبان کون سی ہے؟
3. وقفہ خفیف یا سکتہ: یہ علامت ایک جملے کے الفاظ یا چھوٹے مرکبات کے درمیان ان کو ایک دوسرے سے جدا کرنے کے لیے استعمال کی جاتی ہے: جیسے: مرغی، گھوڑا، گائے، اور بکری سب فالتو جانور ہیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

تعارف: 5منٹ

1. ذیل میں دیے گئے جملے تختہ تحریر پر لکھیں۔
   - آپ کا نام کیا ہے؟
   - میں دوسری جماعت میں پڑھتی ہوں۔
   - علی، احمد اور عمر بھائی ہیں۔
2. طلبہ سے دیےگئے جملوں میں رُموزِ اوقاف (ختمہ، استفہامیہ، اور سکتہ (اخذ کروائیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں ۔

3. ہر جوڑے سے کہیں کہ تختۂ تحریر پر لکھے ہوئے جملوں میں دُرست رُموزِ اوقاف (ختمہ، سوالیہ اور سکتہ) لگا کر کاپی میں لکھنے کا کہیں۔
4. جوڑوں کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
5. آخر میں چند جوڑوں سے تختۂ تحریر پر رُموزِ اوقاف (ختمہ، سوالیہ اور سکتہ) لگوائیں۔
6. جوڑوں سے کہیں کہ تختۂ تحریر پر جملوں میں رُموزِ اوقاف (ختمہ، سوالیہ اور سکتہ) کی روشنی میں اپنے کام کا از خود جائزہ لیں۔

- ہمارے ملک کا نام پاکستان ہے
- خیبر پختون خوا، پنجاب، سندھ اور بلوچستان پاکستان کے صوبے ہیں
- ہم کون سے صوبے میں رہتے ہیں

سرگرمی نمبر 2:

1. طلبہ کے جوڑے برقرار رکھیں۔
2. ہر جوڑے سے 'ختمہ'، 'سکتہ' اور 'سوالیہ نشان' کے جملے کاپی پر لکھنے کا کہیں۔
3. جوڑوں کو سرگرمی مکمل کرنے کے لیے ۵ منٹ کا وقت دیں۔
4. آخر میں چند جوڑوں سے تختۂ تحریر پر رُموزِ اوقاف (ختمہ، سوالیہ اور سکتہ) کے جملے لکھوائیں۔
5. تمام طلبہ کو تختۂ تحریر پر لکھے گئے جملے درست رُموزِ اوقاف کے ساتھ خوش خط لکھنے کا کہیں۔
6. طلبہ کی حوصلہ افزائی کریں۔ اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
7. تمام طلبہ کی شرکت کو یقینی بنائیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ رُموزِ اوقاف کا درست استعمال کرتے ہوئے ان کو خوش خط لکھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. جدول میں دیے گئے جملے تختۂ تحریر پر لکھیں۔
2. طلبہ سے کہیں کہ ان میں دُرست رُموزِ اوقاف لگا کر مکمل کریں۔

- اسلم میرا بھائی ہے؟
- کیا ثریّا کہانی پڑھ رہی ہے۔
- مجھے آم انار اور سیب بہت پسند ہیں؟

مشق: 2منٹ

تمام طلبہ گھر میں درسی کتاب صفحہ نمبر ۶ پر 'قواعد سیکھیں' کے تحت سوال نمبر ۶ میں دیے گئے جملوں میں ختمہ اور سکتہ کا نشان لگا کر جملے دوبارہ لکھیں۔

سبق نمبر
6

تصویر/خاکہ دیکھ کر جملے لکھنا

طلبہ کے حاصلاتِ تعلم

- تصویر یا خاکہ دیکھ کر کم از کم پانچ جملے لکھ سکیں۔

معلومات برائے اساتذہ

1. تصویر/خاکہ پر بار جملے بنوانے کی مشق سے طلبہ کے ذہن میں نئے الفاظ اور خیالات آتے ہیں۔ جنھیں وہ تحریر ی صورت میں پڑھنے والے کے سامنے پیش کرتے ہیں، جس سے طلبہ کی تخلیقی لکھائی کی مہارت میں اضافہ ہوتا ہے۔
2. تصویر/خاکہ کے متعلق سوالات کرنے سے طلبہ کی توجہ سبق کی طرف رہتی ہے اور وہ نئے الفاظ کی مدد سے تصویر متعلق جملے بنانے کے قابل ہوتے ہیں۔
3. طلبہ تصویر/خاکہ میں زیادہ دل چسپی لیتے ہیں،اُن پر غور کرتے ہیں اور اُن میں پوشیدہ صورت حال کو تحریر میں لاتے ہیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم،تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، چارٹ وغیرہ۔

تعارف: 5منٹ

1. طلبہ کو درسی کتاب کا صفحہ نمبر ۵ کھولنے کا کہیں اور اس پر موجود تصویروں کے نام پوچھیں؟
2. طلبہ سے کہیں کہ اپنی پسندیدہ تصویر کے بارے میں ایک جملہ اپنی کاپی پر لکھیں۔
3. دو یا تین طلبہ سے تصویر کے بارے میں جملہ پوچھیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. جوڑوں کو درسی کتاب میں صفحہ نمبر ۸ پر دی گئی تصویر غور سے دیکھنے کا کہیں۔
3. جوڑوں سے کہیں کہ دونوں ساتھی مل کر دی گئی تصویر کے متعلق کم از کم پانچ جملے تحریر ایک کاپی پر لکھیں۔
4. طلبہ سے کہیں کہ جملے مکمل اور بامعنی لکھیں۔ نیا لفظ لکھنے کے لیے اساتذہ سے رہ نمائی لیں۔
5. جوڑوں کو یہ سرگر می مکمل کر نے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. چند جوڑوں کو اپنے جملے پیش کرنے کا کہیں۔

2. پیش کش کے دوران استاد/اُستانی طلبہ کی رہ نمائی کرے۔
3. اُستاد/اُستانی جوڑوں کے بتائے گئے جملوں کی مدد سے تختۂ تحریر پر ۵ جملے لکھیں۔
4. تفویض کردہ کام کی تکمیل پر جوڑوں کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

1. تصویر/خاکہ کا مشاہدہ کرنے سے طلبہ کی دل چسپی بڑھتی ہے۔ جس سے وہ تخلیقی لکھائی کی طرف راغب ہوتے ہیں اور کسی بھی تصویر کو دیکھ کر اُس پر جملے لکھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہیں کہ آج کی تصویر کے بارے میں تین جملے انفرادی طور پر لکھیں۔
2. طلبہ کو جملے لکھنے کے لیے ۵ منٹ کا وقت دیں۔
3. آخر میں کسی ایک طالب علم/طالبہ سے جملے سُنیں۔

مشق: 2منٹ

تمام طلبہ گھر سے درسی کتاب صفحہ نمبر ۴ پر سرگرمی نمبر ۴ 'مل کر یں بات' میں دی گئی تصویر کو غور سے دیکھیں اور نیچے پوچھے گئے سوالوں کے جواب کاپی میں لکھیں۔

نوٹس

سبق نمبر
7

اپنی ذات، رشتوں، ماحول، پسند نا پسند اور دل چسپیوں سے متعلق بات چیت کرنا

طلبہ کے حاصلاتِ تعلم

- اپنی ذات، رشتوں، ماحول، پسند نا پسند اور دل چسپیوں سے متعلق بات چیت کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ اپنی ذات، رشتوں، ماحول، پسند ناپسند اور دل چسپیوں سے متعلق بات چیت کرنا پسند کرتے ہیں لہذا دورانِ گفت گو اُن کو بھر پُور شرکت کا موقع دیں۔
2. اساتذہ کمرا جماعت میں ایسا ماحول فراہم کریں جس سے طلبہ کو اظہار خیال اور سوالات وجوابات کا موقع ملے۔
3. بولنے کی مہارت کو فروغ دینے کے لیے سادہ کہانیوں ذاتی پسند نا پسند، ماحول اور رشتوں سے متعلق سوال وجواب کروائیں۔
4. 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۔
5. اظہارِ خیال ہر انسان کا بنیادی حق ہے لہٰذا طلبہ کو بولنے کا اور اپنے خیالات کے اظہار کا پورا موقع ملنا نہایت ضروری ہے اس لیے دوران تدریس اساتذہ کی طرف سے طلبہ کی حوصلہ افزائی بہت ضروری ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5منٹ

1. طلبہ سے درج ذیل سوالات پوچھیں:
   - آپ کی عمر کتنی ہیں؟
   - آپ کو کون سا مضمون پسند ہے؟
   - آپ کو کون سا کھیل پسند ہے؟
2. طلبہ کے جوابات غور سے سنیں اور اُن کی حوصلہ افزائی کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں۔
2. گروپ 'الف' سے کہیں کہ وہ گروپ 'ب' کے ممبران سے خاندان کے متعلق جدول میں دیے گئے سوالات پوچھیں:

3. دوسرے گروپ کے ممبران کی جوابات دینے پر حوصلہ افزائی کریں۔

- آپ کے گھر میں کون رہتے ہیں؟
- آپ کے والد/والدہ کیا کام کرتے ہیں؟
- آپ کتنے بہن بھائی ہیں؟

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. آپ دوسرے گروپ سے کہیں کہ پہلے گروپ کے ممبران سے اپنی پسند نا پسند سے متعلق دیے گئے سوالات پوچھیں۔
   - آپ کا پسندیدہ کھیل کون سا ہے؟
   - آپ کو کھانے میں کیا پسند ہے؟
   - بڑے ہو کر آپ کیا بنوگے؟
3. گروپ 'الف' کے ممبران کے لیے جوابات دینے پر اُس کے لیے تالیاں بجوائیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ اپنی ذات، رشتوں، ماحول، پسند نا پسند اور دل چسپیوں کے متعلق بات چیت کرسکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. اُستاد/اُستانی طلبہ سے دیے گئے درج ذیل سوالات پوچھیں۔
   - آپ کا پسندیدہ موسم کون سا ہے؟
   - آپ کو کون سے پھل پسند ہے؟
   - آپ کا بہترین دوست کون ہے؟
2. کوشش کریں کہ ایسے طلبہ کو موقع دیں جن کو سرگرمیوں میں شرکت کا موقع نہ ملا ہو۔
3. جوابات دینے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

گھر میں آج کے پوچھے جانے والے کوئی سے تین سوالات اپنے امّی، ابّو، بھائی یا بہن سے پوچھیں اور اگلے دن کمرا جماعت میں اپنے ساتھیوں کو بتائیں۔

سبق نمبر
8

سادہ مصرعے، اشعار اور نعتیں سُن کر پسند کا اظہار کرنا

طلبہ کے حاصلاتِ تعلم

- آہنگ اور لَے کے حوالے سے سادہ مصرعے، اشعار اور نعتیں سُن کر پسند کا اظہار کر سکیں۔

معلومات برائے اساتذہ

1. نظم کے پڑھنے کے اُصول میں درست تلفّظ مناسب لب ولہجہ اور اتار چڑھاؤ مع تاثرات شامل ہیں۔
2. نظم کو ترنّم اور لے کے اعتبار سے سنائیں تا کہ طلبہ لطف اندوز ہو سکیں۔
3. طلبہ کو ذاتی خیالات اور پسند کے اظہار کے مواقع فراہم کریں تا کہ طلبہ مصرعے، اشعار اور نعتوں میں دلچسپی لیں۔
4. طلبہ کی عمر اور دل چسپی کو مدِّ نظر رکھتے ہوئے اُن کو سادہ مصرعے، اشعار اور نعتیں سنائیں اور اسکول کی بزم ادب کی سرگرمیوں سے قبل ان کی نظموں اور نعتوں کو لَے اور آہنگ کے ساتھ پڑھنے کی خوب مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، تصاویر و غیرہ

تعارف: 5منٹ

- طلبہ کو جدول میں دیا گیا شعر آہنگ اور لَے کے ساتھ زبانی سنائیں۔

ہم نو نہال سارے دھرتی کے چاند تارے
یہ عزم ہے ہمارا آگے سدا بڑھیں گے
ہم شوق سے پڑھیں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. اُستاد/اُستانی تختہ تحریر پر نظم 'گرمی کا موسم' تحریر کریں۔
2. تحریر کی گئی نظم آہنگ اور لَے کے ساتھ پڑھیں۔
3. طلبہ سے کہیں کہ نظم غور سے سُنیں۔
4. طلبہ کو نظم اپنے ساتھ پڑھنے کا کہیں۔
5. طلبہ کو انفرادی طور پر نظم پڑھنے کا کہیں۔

گرمی کا موسم
دیکھو! موسم گرما آیا
فطرت نے سردی کو بھگایا
دھوپ نے ہے یہ ہم کو بتایا
پھر گرمی کا موسم آیا
آم لگے ہیں پیلے پیلے
کتنے میٹھے اور رسیلے
اس پھل نے ہے دل کو لبھایا
پھر گرمی کا موسم آیا

سرگرمی نمبر2:

1. اُستاد/اُستانی تختۂ تحریر پر لکھی ہوئی نعت زبانی سُنائیں۔
2. طلبہ سے کہیں کہ نعت غور سے سُنیں۔
3. طلبہ کو بھی نعت پڑھنے کا کہیں اور ساتھ ساتھ عملی مظاہر کریں تا کہ طلبہ لُطف اندوز ہو سکیں۔
4. طلبہ سے کہیں کہ نعت کو کورس کی صورت میں پڑھیں۔

نعت

لکھتا جاؤں، پڑھتا جاؤں
آگے آگے، بڑھتا جاؤں
چڑھتا جاؤں علم کے زینے
حکم دیا ہے پیارے نبی ﷺ نے
اپنا دل بھی صاف کروں میں
بدلہ نہ لوں، معاف کروں میں
مجھ کو ستایا اگر کسی نے
حکم دیا ہے پیارے نبی ﷺ نے

نتیجہ/خلاصہ: 3منٹ

طلبہ آہنگ اور لَے کے حوالے سے مصرعے، اشعار اور نعتیں سُن کر اپنے پسند کا اظہار کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. چند طلبہ سے کہیں کہ نعت آہنگ اور لَے کے ساتھ سُنائیں اور پوچھیں کہ یہ نعت آپ کو کیسی لگی؟
2. دو تین طلبہ سے کہیں کہ نعت میں سے کوئی بھی دو پسندیدہ اشعار سنائیں۔
3. طلبہ کو آہنگ اور لَے کے ساتھ نعت سُنانے پر شا باش دیں۔
4. چند طلبہ سے پوچھیں کہ یہ نعت آپ کو کیسی لگی؟

مشق: 2منٹ

تمام طلبہ درسی کتاب صفحہ ۱۰ پر نعت زبانی یاد کریں۔ اور صفحہ نمبر ۱۴ پر 'آؤ کام کریں' کے تحت سوال نمبر ۹ کے تحت ایک دوسرے کو نعت کے اشعار لَے اور آہنگ سے سُنائیں۔ آخر میں بتائیں کہ کون سا شعر آپ کو سب سے زیادہ اچھا لگا۔

نوٹس

سبق نمبر
9

انفرادی آوازیں سُن کر لفظ ادا کرنا

طلبہ کے حاصلاتِ تعلم

- انفرادی آوازیں سُن کر اُن آوازوں کو درست طریقے سے ملا کر لفظ ادا کر سکیں۔ مثلاً 'ن+ا+ن' سُنیں تو انھیں ملا کر لفظ 'نان' بنا سکیں (توڑ سے جوڑ)

معلومات برائے اساتذہ

1. اس حاصل تعلم کا مقصد طلبہ میں صوتی آگہی پیدا کرنا ہے۔جس کی مدد سے طلبہ لفظ میں موجود حروف کی انفرادی آوازوں کو سُن کر پہچان سکتے ہیں بلکہ ابتدائی اور آخری آوازوں کو تبدیل کر کے نئے الفاظ بھی بنا سکتے ہیں۔
2. علم الاصوات میں مہارت کے لیے طلبہ کو حروف تہجی کی پہچان اور آوازوں کی عملی طور پر مشق کروائیں۔
3. اساتذہ طلبہ کو حروف تہجی کی تمام اشکال خاص طور پر بیچ اور آخری والی جیسے ہ کی شکل الفاظ جہاز، صلہ میں لکھنے کی مشق کروائیں۔
4. الفاظ سازی کی مشق کے لیے مختلف سرگرمیاں جیسے ابتدائی آواز، آخری آواز تبدیل کرنا اور ہم آواز الفاظ کی مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، حروف تہجی کا چارٹ وغیرہ

تعارف: 5منٹ

1. طلبہ کو نیچے دیے گئے الفاظ میں حروف کی آوازوں کی مدد سے لفظ لکھنے کی مشق کروائیں جیسے؛
2. /س/+/اے/+/ب/ کی آوازوں کو جوڑ کر لفظ بنائیں۔ ☐
3. 'مور' کا توڑ بنائیں۔ ☐ + ☐ + ☐
4. کوئی سے تین حروف ملا کر ایک نیا لفظ لکھوائیں۔
5. سبق کا اعلان کریں اور طلبہ سے کہیں کہ آج ہم حروف کی آوازوں کی مدد سے الفاظ بنانا سیکھیں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ یہ سرگرمی انفرادی طور پر کریں گے۔
2. اُستاد/اُستانی درج ذیل جدول تختۂ تحریر پر لکھے۔
3. اُستاد/اُستانی ایک لفظ میں موجود حرف کی آوازیں بولیں اور طلبہ سے کہیں کہ آوازیں سُن کے انھیں جوڑ کر لفظ بنائیں اور لکھیں۔

▪ الفاظ کی آوازیں سنائیں۔ جیسے: توڑ	جوڑ
▪ /س/+/ح/+/ر/	سحر
▪ /ب/+/ا/+/غ/	----------
▪ /ک/+/ت/+/ا/+/ب/	----------
▪ /س/+/و/+/چ/+/ن/+/ا/	----------

4. اب باری باری لفظ میں موجود آوازیں سُنا کر الفاظ بنوائیں۔
5. آخر میں طلبہ سے لکھے ہوئے الفاظ بتانے کا کہیں۔
6. اُستاد/اُستانی آوازیں پہچان کر درست الفاظ بنانے پر طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر2

1. اُستاد/اُستانی دیا گیا جدول تختہ تحریر پر تحریر کرے۔
2. اب باری باری طلبہ سے ایک ایک توڑ سے لفظ جوڑ کر لکھنے کا کہیں۔
3. طلبہ سے کہیں کہ دیے گئے حروف کی آوازوں کو ادا کرتے ہوئے انھیں ملا کر الفاظ بنائیں۔
4. اُستاد/اُستانی توڑ سے جوڑ بنانے میں طلبہ کی حو صلہ افزائی کریں۔
5. تمام طلبہ کی شرکت یقینی بنائیں۔

توڑ کے جوڑ

- گ+ا+ج+ر ----------
- س+ا+ل+ن ----------
- س+ا+ب+ن ----------
- ج+م+ا+ع+ت ----------
- ف+ا+ل+ت+و ----------

نتیجہ/خلاصہ: 3منٹ

آج ہم نے انفرادی آوازیں سُن کر ان آوازوں کو درست طریقے سے ملا کر لفظ ادا کرنا سیکھ لیاہے۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہیں کہ درج ذیل حروف کی آوازیں سُنائیں ان آوازوں کو جوڑ کر لفظ بنا کر ادا کریں۔
2. چند طلبہ کو حروف کی مدد سے الفاظ بنانے کا کہیں۔
   - چ+ا+ک ----------
   - م+و+ر ----------
   - س+و+چ ----------
   - ص+ا+ب+ن ----------
3. الفاظ بنانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

تمام طلبہ سے درسی کتاب صفحہ نمبر ۱۲ پر 'لفظوں کا کھیل' کے تحت سوال نمبر ۵میں دیے گئے حروف دیکھ کر ان کی آوازیں اداکرکے لفظ بنائیں اور سامنے لکھیں۔

سبق نمبر
10

نظم و نثر پڑھ کر سوالات کے جوابات زبانی دینا

طلبہ کے حاصلاتِ تعلم

- نظم و نثر پڑھ کر سوالات کے جوابات زبانی دے سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو بچوں کی درسی کتاب، رسائل اور اخبارات سے نظم/نثر پڑھنے کے مواقع فراہم کریں۔
2. نظم و نثر پڑھنے سے طلبہ کے ذخیرہ الفاظ میں نہ صرف اضافہ ہوتا ہے بلکہ مطالعے میں دلچسپی بھی بڑھتی ہے۔ اس سرگرمی سے طلبہ اِرد گرد ماحول سے باخبر رہتے ہیں اور غوروفکر جیسی صلاحیتوں کو بھی فروغ ملتا ہے۔
3. نظم/نثر پڑھنے سے طلبہ کو درسی کتاب میں سے متعلقہ عنوانات پڑھنے اور ان سے متعلق سوالات کے جوابات دینے میں مدد ملے گی۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5منٹ

1. طلبہ سے پوچھیں کہ کسی کو کوئی نظم زبانی یاد ہے تو سنائیں۔
2. چند طلبہ سے نظم زبانی سنیں۔
3. طلبہ کی نظم سنانے پر حوصلہ افزائی کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. جدول میں دیے گئے اشعار تختۂ تحریر پر لکھیں۔

ٹہنی	پہ	کسی	شجر	کی	تنہا
بلبل	تھا	کوئی	اداس		بیٹھا
کہتا	تھا	کہ	رات	سر	پہ آئی
اڑنے	چگنے	میں	دن		گزارا
پہنچوں	کس	طرف	آشیاں		تک
ہر	چیز	پہ	چھا	گیا	اندھیر

3. اساتذہ اشعار دُرست تلفظ، لَے اور آہنگ سے سُنائیں۔

4. طلبہ کو جوڑوں میں اشعار دُرست تلفظ اور آہنگ سے پڑھنے کا موقع دیں۔
5. جو جوڑے درست انداز سے پڑھیں ان کی حوصلہ افزائی کریں۔
6. طلبہ سے دیے گئے سوالات کے جوابات پوچھیں۔
   - درخت کی ٹہنی پر کون بیٹھا تھا؟
   - بُلبُل کیوں اداس تھا؟
   - بُلبُل نے کس طرح دن گزارا؟
   - بُلبُل گھر کیوں نہیں پہنچ سکتا تھا؟
7. سوالات سمجھنے میں طلبہ کی مدد کریں اور متعلقہ شعر کی طرف ان کی توجہ دلوائیں۔
8. دونوں جو ڑوں کو برابر کا موقع دیں۔ دُرست جواب دینے والے طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر 2:

1. جدول میں دی گی عبارت تختۂ تحریر پر لکھیں۔

محنتی بطخ

ندی کنارے ایک ننھا سا گھر تھا۔ اس میں ایک بطخ رہتی تھی۔ وہ صبح سویرے اٹھتی تھی۔ نہاتی دھوتی اور کام کاج میں لگ جاتی۔ اس کا کہنا تھا کہ خدا انہی کو دیتا ہے جو محنت کرتے ہیں۔

2. طلبہ کے جوڑے برقرار رکھیں۔
3. پہلے ایک طالب علم عبارت پڑھے اور دوسرا سُنے، پھر پہلا طالب علم پڑھے اور دوسرا سُنے۔
4. مشکل الفاظ پڑھنے میں طلبہ کی مدد کریں۔
5. درست پڑھنے والے طلبہ کی حوصلہ افزائی کریں۔
6. طلبہ سے دیے گئے سوالات کے جوابات پوچھیں۔
   - ننھا سا گھر کہاں تھا؟
   - گھر میں کون رہتا تھا؟
   - بطخ صبح سویرے کام کیوں کرتی تھی؟
   - خدا کس کو دیتا ہے؟
7. دُرست جواب دینے والے جوڑوں کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ نظم ونثر پڑھ کر سمجھ سکتے ہیں اور اس سے متعلق سوالات کے زبانی جواب دے سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ درسی کتاب کے صفحہ نمبر ۱۴ پر سوال نمبر ے میں دی گئی نظم پڑھیں۔
2. نظم پڑھنے کے بعد طلبہ سے سوالات کے جوابات زبانی پوچھیں۔
   - ہمیں کو ن اپنی جان سے پیارا ہے؟
   - اس نظم میں آقا کسے کہا گیا ہے؟
   - ہماری آنکھوں کا تار ا کون لو گ ہیں؟

مشق: 2منٹ

طلبہ سے کہیں کہ درسی کتاب کے صفحہ ۱۰ پر موجود نظم 'نعت' کو سمجھ کر پڑھیں اور دیے گئے سوالات کے جوابات اپنی کاپی میں لکھ کر لائیں۔

سبق نمبر
11

الفاظ کے متضاد بنانا

طلبہ کے حاصلاتِ تعلم

- الفاظ کے متضاد بنا سکیں۔

معلومات برائے اساتذہ

1. متضاد الفاظ سے مراد ایسے الفاظ ہیں جو ایک دوسرے کے اُلٹ ہوں یا ایک دوسرے کی ضد ہوں۔ مثلاً: گرمی/سردی، آج/کل اور درست غلط۔ آپس میں اُلٹ یا متضاد ہیں۔
2. روزمرّہ زندگی سے متعلقہ سادہ اور آسان الفاظ کا انتخاب کریں اور طلبہ سے ان کے اُلٹ اخذ کروائیں۔
3. طلبہ کو متضاد الفاظ کی خوب مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر زمین/آسمان، سرد/گرم، صبح/شام، اُترائی/چڑھائی وغیرہ کے تصویری کارڈ۔

نوٹ: تصویری کارڈ نہ ہونے کی صورت میں سادہ چارٹ پیپر پر تصاویر بنا لیں۔

تعارف: 5منٹ

1. تختۂ تحریر پر موسموں کے نام لکھیں۔
2. موسم گرما، موسم سرما، موسم خزاں، موسم بہار
3. طلبہ کو بتائیں کہ گرمی کا متضاد سردی ہے یعنی دونوں ایک دوسرے کے الٹ ہیں اب طلبہ سے بہار کا متضاد پوچھیں۔
4. طلبہ کو بتائیں کہ ایک دوسرے کے الٹ معنی والے الفاظ 'متضاد' کہلاتے ہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں۔
2. تختۂ تحریر پر جدول بنائیں جس کے ایک خانے میں 'الفاظ' اوردوسرے میں 'متضاد' لکھا ہوا ہو۔
3. طلبہ کے سامنے تصویری چارٹ آویزاں کریں جس پر متضاد الفاظ کو تصویری شکل میں پیش کیا گیا ہو۔ جیسے: زمین/آسمان، سرد/گرم، صبح/شام، اُترائی/چڑھائی وغیرہ۔
   - نوٹ: دیے گئے الفاظ یا دیگر آسان الفاظ کی تصاویر بنائیں۔
4. دونوں گروپوں کو ایک دوسرے کے متضاد تصویر کارڈ تقسیم کریں۔

5. گروپ 'الف' سے کہیں کہ پہلا کارڈ دکھائیں اور گروپ 'ب' سے کہیں کہ اس کا متضاد تصویری کارڈ دکھائیں۔
6. ہر تصویری کارڈ کے لیے یہی عمل دہرائیں اور طلبہ سے الفاظ کے متضاد بنوائیں۔

سرگرمی نمبر 2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. دیا گیا جدول تختۂ تحریر لکھیں۔
3. ہر گروپ میں سے باری باری مختلف طلبہ کو بلائیں۔
4. طلبہ سے الفاظ کے متضاد تختۂ تحریر پر لکھوائیں۔
5. تمام طلبہ الفاظ کے متضاد کا جدول اپنی کاپیوں پر لکھیں۔

لفظ	متضاد
اندر	باہر
بہت	
آگے	
قریب	
تھوڑا	
تیز	
غائب	

نتیجہ/خلاصہ: 3منٹ

1. درج بالا سرگرمیوں کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ الفاظ کے متضاد بنا سکتے ہیں۔

جائزہ/جانچ: 5منٹ

- تختۂ تحریر پر درج ذیل الفاظ لکھیں اور طلبہ سے اُن کے متضاد بنوائیں۔

الفاظ	متضاد
آسان	
کامیاب	
رونا	
جاگنا	

مشق: 2منٹ

گھر سے درسی کتاب کے صفحہ نمبر ۱۳ پر دی گئی سرگرمی قواعد سیکھیں مکمل کر کے لائیں۔

مخلوط کمرا جماعت:

- دی گئی سرگرمیاں جماعت اوّل اور سوُم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جا سکتی ہیں لیکن الفاظ کا انتخاب ان کے درجے کے مطابق کریں۔

سبق نمبر
12

مختصر کہانی سُن کر اس کے خاص نکات زبانی سنا نا اور اپنے مخصوص رِد عمل کا اظہار کر نا۔

طلبہ کے حاصلاتِ تعلم

- مختصر کہانی سُن کر اس کے خاص نکات زبانی سنا سکیں۔
- واقعات یا کہانیاں سُن کر مخصوص رِد عمل کا اظہار کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ کہانیوں میں دلچسپی لیتے ہیں انھیں شوق سے سُنتے اور پڑھتے ہیں۔ طلبہ کو مختلف کہانیاں سنا کر ان کا رد عمل ملاحظہ کریں۔
2. طلبہ کہانیوں میں موجود پوشیدہ پیغام اور اخلاقی سبق کو اپنے الفاظ میں ساتھیوں کو سُنانا پسند کرتے ہیں۔ طلبہ سے کرداروں اور واقعات کے حوالے سے پسند/نا پسند کے بارے میں پوچھیں۔
3. طلبہ کو دلچسپ اور سبق آموز کہانیاں سُنائیں اور ان میں موجود پوشیدہ پیغام اور اخلاقی سبق اُن سے اخذ کروائیں۔ کہانیوں کے اہم نکات کی طرف توجہ دلائیں۔کہانی کے اہم نکات بیان کرے اور آزادانہ رد عمل ظاہر کرنے کا کہیں۔ اس حوالے سے طلبہ کو پابند نہ بنائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم،تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5منٹ

1. اُستاد/اُستانی طلبہ سے پوچھیں کہ کیا وہ کہانیاں پڑھتے ہیں؟
2. دو/تین طلبہ سے ان کی پڑھی ہوئی کہانیوں اور ان کے پسند/نا پسند کے بارے میں پوچھیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. اُستاد/اُستانی جدول میں دی گئی کہانی کو اپنی ڈائری پر لکھے۔

نیکی

ایک دریا کے کنارے درخت پر چڑیا کا گھونسلا تھا۔ اسی درخت کے نیچے ایک چیونٹی کا بل بھی تھا۔ ایک دن چیونٹی دریا کے کنارے جا رہی تھی اچانک ایک کا پاؤں پھسلا اور وہ دریا میں جا گری۔ چڑیا درخت سے یہ منظر دیکھ رہی تھی۔ اس نے درخت کا ایک پتا توڑا اور اسے اپنی چونچ میں پکڑ کر دریا کی طرف اڑی تھوڑی ہی دیر وہ چیونٹی کے قریب جا پہنچی۔ اُس نے پتا چیونٹی کے قریب پھینکا۔ چیونٹی پتے پر بیٹھ گئی۔ پتا بہتا ہوا دریا کے کنارے آگیا اس طرح چیونٹی کی جان بچ گئی۔

3. کہانی کی بلند خوانی کریں اور کہانی کو آواز کے اُتار چڑھاؤ اور الفاظ کی دُرست ادائی سے مؤثر بنائیں۔
4. اب طلبہ کو ایک دوسرے کو کہانی اپنے الفاظ میں سُنانے کا کہیں۔
5. چند طلبہ کو سامنے لا کر کہانی اپنے الفاظ میں بیان کرنے کا کہیں۔
6. جہاں ضرورت ہو طلبہ کی اصلاح کریں۔
7. دُرست کہانی سُنانے پر طلبہ کی حوصلہ افزائی کریں۔
8. کوشش کریں کہ زیادہ سے زیادہ طلبہ اس سرگرمی میں شریک ہوں۔

سرگرمی نمبر 2:

1. طلبہ سے کہانی کے متعلق سوالات پوچھیں:
   - چیونٹی دریا میں کیسے گر گئی؟
   - چڑیا نے چیونٹی کی مدد کیسے کی؟
   - دوسروں کو تکلیف میں دیکھ کر ہمیں کیا کرنا چاہیے؟
   - آپ اپنے دوستوں کی مدد کیسے کرتے ہیں؟
2. جواب بتانے میں طلبہ کی مدد کریں۔
3. سوالات کی مدد سے طلبہ کے ردعمل کا جائزہ لیں۔
4. ردعمل کے حوالے سے طلبہ کا جائزہ لیں اور جہاں ضرورت ہو ان کی رہ نمائی کریں۔
5. درست جوابات دینے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

1. طلبہ کہانی سُن کر اس کے خاص نکات زبانی بیان کرنے کے قابل ہو گئے ہیں۔
2. طلبہ واقعات/کہانیاں سن کر مخصوص ردعمل ظاہر کرنے کی صلاحیت رکھتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہانی سے متعلق سوالات پوچھیں۔
   - چیونٹی کہاں رہتی تھی؟
   - چڑیا نے چیونٹی کو مشکل میں دیکھ کر کیا؟
   - دوسروں کو مشکل میں دیکھ کر ہمیں کیا کرنا چاہیے؟
2. دُرست نکات سنانے پر ان کی حوصلہ افزائی کریں۔
3. صحیح ردعمل پر طلبہ کو شاباش دیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ وہ گھر سے کوئی کہانی پڑھ کر آئیں اور اسے کمرا جماعت میں زبانی سنائیں۔

مخلوط کمرا جماعت:

- دی گئی سرگرمیاں جماعت اوّل اور سوُم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جا سکتی ہیں۔

سبق نمبر
13

الفاظ کی ابتدائی آواز تبدیل کرکے درست طریقے سے نئے الفاظ بنانا

طلبہ کے حاصلات تعلم

- الفاظ کی ابتدائی آواز تبدیل کرکے درست طریقے سے نئے الفاظ بنا سکیں۔ مثلاً:"راگ" سے /ر/ہٹا کر/س/لگا کر " ساگ "

معلومات برائے اساتذہ

1. الفاظ کی ابتدائی یا آخری آواز تبدیل کر کے نئے الفاظ بنانا دل چسپ سرگرمیاں ہیں جن کی مدد سے کھیل کھیل میں طلبہ کے ذخیرہ الفاظ میں اضافہ کیا جاتا ہے۔ایسی سرگرمیاں ابتدائی جماعتوں سے ہی طلبہ کے ذخیرہ الفاظ میں اضافہ کرتی ہیں۔
2. اُستاد/اُستانی چند الفاظ بولیں جیسے: کاج، دادا، مات وغیرہ۔
3. باری باری طلبہ سے ان الفاظ کے ابتدائی آوازیں اخذ کروائیں۔ جیسے کاج میں /ک/کی آواز دادا میں /دا/اور مات میں /م/کی آواز۔
4. اُستاد/اُستانی اس حکمت عملی کو اپنا کر طلبہ سے الفاظ کی ابتدائی آواز تبدیل کروائیں اور نئے الفاظ بنوائیں۔
5. جیسے:لفظ "رات" میں "ر" کو تبدیل کرکے "ب" لگا کر نیا لفظ "بات" بنوائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب جماعت دُوَم، تختہ تحریر، چاک/مارکر، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. تختہ تحریر پر لفظ " نانا" لکھیں۔
2. طلبہ سے اس لفظ کی پہلی آواز پوچھیں طلبہ کا جواب "نا" ہونا چاہیے۔
3. اب طلبہ سے پوچھیں کہ اگر "نانا" کی پہلی آواز "نا" کو تبدیل کرکے "جا" لگا دیا جائے تو کون سا نیا لفظ بنے گا؟ (جانا)

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں۔
2. ہر گروپ کو چارٹ/اور مارکر دیں۔
3. پہلے گروپ کو الفاظ "جان" "جوڑ" اور "جراب" دیں۔
4. دوسرے گروپ کو الفاظ "موڑ" "تارا" اور "میرا" دیں۔
5. گروپ کو ہدایات دیں کہ دیئے گئے الفاظ کی ابتدائی آواز کو نئی آواز میں تبدیل کر کے لکھیں جیسے: "جان-شان" وغیرہ
6. اس بات کا خیال رکھیں کہ طلبہ بامعنی الفاظ بنائیں۔

7. گروپوں کے کام کو سراہیں۔

سرگرمی نمبر۲:

1. طلبہ کے جوڑے بنائیں۔
2. ہر لفظ کو باری ادا کریں اور طلبہ سے کہیں کہ ان کی ابتدائی آواز تبدیل کر کے نیا لفظ بنائیں۔
3. طلبہ کو سوچنے کے لیے امنٹ کا وقت دیں۔
4. طلبہ کے بنائے گئے الفاظ کو تختہ تحریر پر لکھتے جائیں۔
5. ابتدائی آواز پہچاننے میں طلبہ کی رہ نمائی کریں۔

الفاظ	نئے الفاظ
کام	جیسے: شام، نام، دام، جام
آس	
جال	
ریل	
سات	
نقصان	
کار	

نتیجہ/خلاصہ: 3منٹ

طلبہ الفاظ کی ابتدائی آواز کو پہچان کر اُسے تبدیل کرکے نئے الفاظ بنا سکیں گے۔

جائزہ/جانچ: 5منٹ

اُستاد/اُستانی طلبہ سے الفاظ: مالی اور بال کی ابتدائی آوازیں تبدیل کروا کر نئے الفاظ بنوائیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ درسی کتاب کے صفحہ نمبر ۲۰ پر "لفظوں کا کھیل" میں دیے ہوئے لفظوں کی ابتدائی آواز تبدیل کر کے تین تین نئے الفاظ بنائیں۔

نوٹس

سبق نمبر
14

ایک منٹ میں ۴۰ اختراعی ہجوں والے بے معنی الفاظ پڑھنا

طلبہ کے حاصلاتِ تعلم

- ایک منٹ میں کم از کم ۴۰ اختراعی ہجوں والے بے معنی الفاظ پڑھ سکیں۔

معلومات برائے اساتذہ

1. اختراعی ہجوں والے یا بے معنی الفاظ وہ ہوتے ہیں جس کے اپنے کوئی معنی نہیں ہوتے۔ جیسے: مونو، باتا، رونمر وغیرہ
2. بے معنی الفاظ پڑھنے سے طلبہ کی پڑھائی میں روانی پیدا ہوتی ہے۔
3. بے معنی الفاظ پڑھنے سے با معنی الفاظ پڑھنے میں مدد ملتی ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، اسٹاپ واچ وغیرہ

تعارف: 5منٹ

آج ہم اختراعی ہجوں والے بے معنی الفاظ کے بارے میں پڑھیں گے۔ یہ وہ الفاظ ہوتے ہیں جن کے اپنے کوئی معنی نہیں ہوتے جیسے تابا، موبے وغیرہ۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. درسی کتاب کے صفحہ نمبر ۴۰ سوال نمبر ۴ میں دیے ہوئے بے معنی الفاظ نکالنے کا کہیں۔
2. چند طلبہ سے باری باری اس طرح پڑھوائیں کہ وہ ایک منٹ میں کم از کم ۴۰ الفاظ پڑھ سکیں۔
3. اُستاد/اُستانی سرگرمی کے لیے اسٹاپ واچ پر وقت نوٹ کریں۔

سرگرمی نمبر 2:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختۂ تحریر پر جدول میں دیے گئے چالیس بے معنی الفاظ لکھیں۔

چاغا	بوتو	جارا	توغو	راگا
حابھی	جاش	تا گے	باطو	تھوتا
گوطا	توفی	ساکا	ماکی	راٹا

تھوعا	ٹارے	تاگھو	ضاطا	گوجی
ہاشا	فوزا	راٹ	تھاگے	جاکی
کھاچے	پاٹا	جاتھے	جو کھا	روغو
دھو	تھوعا	خازا	پاتا	سوبو
چاگے	روکھو	گھوطے	مونو	کھا گا

3. دونوں گروپوں کے درمیان چالیس بے معنی الفاظ پڑھنے کا مقابلہ کروائیں۔
4. جو گروپ زیادہ الفاظ پڑھے اس کی حوصلہ افزائی کریں۔
5. اُستاد اسٹاپ واچ کا بندوبست کریں۔
6. تمام طلبہ کو اس سرگرمی میں شریک کریں۔
7. ہر طالب علم/طالبہ کو ایک منٹ کا وقت دیں۔
8. جیسے ہی ایک منٹ پورا ہو۔ اگلا طالب علم/طالبہ مقابلے کے لیے آئے۔
9. دونوں گروپوں کے پہلی پوزیشن حاصل کرنے والے طلبہ کے سامنے مقابلہ کرائیں۔
10. جیتنے والے طالب علم/طلبہ کو انعام دیں۔
11. طلبہ میں مقابلے کا جذبہ پیدا کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ ایک منٹ میں کم از کم چالیس اختراعی/بے معنی الفاظ پڑھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ کو کم از کم ۱ منٹ میں ۴۰ اختراعی/بے معنی الفاظ پڑھنے کا کہیں۔
2. کوشش کریں کہ ایسے طلبہ کو موقع دیا جائے جو پہلے شریک نہ ہو سکے۔
3. الفاظ پڑھنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر سے درسی کتاب میں صفحہ نمبر ۲۰ پر دیے گئے بے معنی الفاظ ۱ منٹ میں روانی سے پڑھنے کی مشق کر کے آئیں۔

نوٹس

سبق نمبر
15

جملے میں فعل کی پہچان کرنا

طلبہ کے حاصلاتِ تعلم

- جملے میں فعل کی پہچان کر سکیں۔

معلومات برائے اساتذہ

1. عام طور پر جملے کے تین حصّے ہوتے ہیں۔
   - 1) فاعل 2) فعل 3) مفعول
2. فعل:وہ کلمہ جس سے کسی کام کا کرنا یا ہونا ظاہر ہو اُسے فعل کہتے ہیں جیسے: اسلم کتاب پڑھتا ہے۔ثریا آنکھ مچولی کھیلتی ہے وغیرہ۔ ان جملوں میں پڑھنا اور کھیلنا فعل کو ظاہر کرتے ہیں۔
3. فعل سے زمانے کی نشان دہی ہوتی ہے۔طلبہ کی جملے کے اس حصّے کی پہچان ضروری ہے اور بار بار مشق کی مدد سے روزمرہ افعال کی مدد میں ان کی پہچان آسانی سے کروائی جا سکتی ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ

تعارف: 5منٹ

کمرا جماعت میں مختلف کام کریں جیسے:

1. تختہ تحریر پر لکھنا شروع کریں اور طلبہ سے پوچھیں کہ میں کیا کام کر رہا/رہی ہوں؟طلبہ جواب دیں گے کہ آپ لکھ رہے ہیں۔
2. اسی طرح طلبہ کو کوئی نظم سنائیں اور اُن سے پوچھیں کہ میں کیا کر رہا/رہی ہوں؟ طلبہ کہیں گے کہ آپ نظم سُنا رہے ہیں۔
3. طلبہ سے کہیں کہ "لکھنا" اور "سننا" فعل ہیں۔اسی طرح آپ اور ہم جو بھی کام کرتے ہیں وہ فعل کہلاتا ہے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے تین گروپ بنائیں۔
2. جدول میں دیے گئے جملے تختۂ تحریر پر لکھیں۔

جملے	فعل
بانو نے کھانا کھایا	

سعد نے قلم خریدی۔	
امّی نے اخبار پڑھا۔	

3. ہر گروپ میں سے کوئی طالب علم/طالبہ فعل تلاش کر لکھے۔
4. ہر گروپ کے طلبہ کو شمولیت اور شرکت کا موقع دیں۔
5. طلبہ سے یہ سرگرمی ۱۰ منٹ میں مکمل کروائیں۔

سرگرمی نمبر2:

1. طلبہ کے گروپوں کو برقرار رکھیں۔
2. جدول میں دیے گئے جملے تختہ تحریر پر لکھیں۔

جملے	افعال
طاہر نے کھانا کھایا۔	
فاطمہ خط لکھتی ہے۔	
سہیل کتاب پڑھے گا۔	
طلبہ ہاکی کھیل رہے ہیں۔	
منیرہ کہانی سنا رہی ہے۔	
ہم نے چڑیا گھر کی سیر کی۔	

3. طلبہ سے کہیں کہ وہ ان جملوں میں سے فعل کی نشان دہی کر کے کالم میں لکھیں۔
4. طلبہ کی حوصلہ افزائی کریں اور بوقت ضرورت مناسب رہ نمائی کریں۔
5. طلبہ سے اخذ شدہ جوابات تختہ تحریر پر لکھوائیں۔
6. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ جملے میں فعل کی پہچان کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

چند طلبہ سے کہیں کہ وہ دیے گئے افعال سے جملے بنائیں۔

افعال	جملے
دوڑنا	
اٹھنا	
جاگنا	

مشق: 2منٹ

طلبہ سے کہیں کہ وہ درسی کتاب صفحہ نمبر۱۶ تا ۱۷ پر سبق پیارے رسول خاتم النبیین صلی اللہ علیہ وعلیٰ اٰلہٖ واصحابہ وسلم میں سے کوئی سے چار افعال تلاش کریں اور لکھ کر لائیں۔

سبق نمبر
16

پانچ سے سات جملوں پر مشتمل مربوط عبارت لکھنا

طلبہ کے حاصلاتِ تعلم

- پانچ سے سات جملوں پر مشتمل مربوط عبارت لکھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو روزانہ ایک نیا لفظ سکھائیں۔ پہلے خود اس سے جملہ بنائیں پھر چند طلبہ سے جملے بنوائیں۔ ہر طالب علم/طالبہ کو الگ الگ جملہ بنانے کا کہیں۔
2. طلبہ کو اخبارات اور رسائل سے تحریریں پڑھنے اور اپنے الفاظ میں لکھنے کا کہیں۔
3. تحریر لکھنے میں طلبہ کی مناسب رہ نمائی کریں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5منٹ

1. طلبہ سے پوچھیں کہ کیا اُنھوں نے کوئی کہانی/مضمون لکھا ہے؟
2. چند طلبہ کو اپنی تحریر سنانے کا کہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. تختۂ تحریر پر درج ذیل الفاظ لکھیں۔
   - پسندیدہ، رنگ، تحفہ، خریداری، قیمت، خیال، استعمال
   - بہن بھائی، مل کر کھیلنا، توجہ، صفائی، محفوظ
3. طلبہ کو ان الفاظ کی مدد سے "میرا کھلونا" کے بارے میں پانچ سے سات جملے لکھنے کا کہیں۔
4. تحریر لکھنے میں طلبہ کی مدد کریں۔

سرگرمی نمبر 2:

1. طلبہ کو اپنی عبارت ایک دوسرے کو سنانے کا کہیں۔

2. املا/جملوں کی درستی کروائیں۔
3. اچھی عبارت تحریر کرنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے نتیجے میں طلبہ پانچ سے سات جملوں پر مبنی تحریر لکھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. چند طلبہ سے لکھا ہوا مضمون جماعت کے سامنے سنانے کا کہیں اور اُن سے جدول میں دیے گئے سوالات پوچھیں۔ .
   - آپ کا پسندیدہ کھلونا کون سا ہے؟
   - یہ کھلونا آپ کو کیوں پسند ہے؟
   - آپ اپنے کھلونے کا کیسے خیال رکھتے ہیں؟
2. جہاں ضروری ہو ان کی اصلاح کریں۔

مشق: 2منٹ

طلبہ سے "میرا خاندان" کے موضوع پر سات جملے لکھ کر لانے کا کہیں۔

نوٹس

سبق نمبر
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اپنے گھر، اسکول اور اردگرد کے ماحول کے بارے میں پانچ سے سات جملے لکھنا

طلبہ کے حاصلاتِ تعلم

- اپنے گھر، اسکول اور اردگرد کے ماحول کے بارے میں پانچ سے سات جملے لکھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ سے ان کے ماحول کے بارے میں سوالات کریں تا کہ ان کی مشاہدے کی قوت بہتر ہو سکے۔
2. طلبہ کی ماحول کے حوالے سے جملے بنانے میں مدد کریں۔
3. طلبہ کو ان کے ماحول سے متعلق الفاظ سکھائیں اور اس کے زبانی جملے بنوائیں یہ الفاظ چارٹ پر لکھ کر کمرا جماعت میں آویزاں کرے تا کہ طلبہ بوقت ضرورت ان سے فائدہ اٹھا سکیں۔
4. طلبہ کو روزانہ ایک بصری لفظ سکھائیں اور ان کے زبانی جملے بنائیں جیسے: (ہے، ہیں، تمھارا، ہوں وغیرہ)

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، چارٹ، تختۂ تحریر، چاک/مارکر، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. طلبہ سے ان کے آس پاس کی اشیاکے بارے میں سوالات پوچھیں۔

سوالات

- آپ کے علاقے کا نام کیا ہے؟
- آپ کا اسکول کس سڑک کے پاس ہے؟
- آپ کے گھر میں کون کون سے پودے ہیں؟

2. جملے بنانے میں طلبہ کی مدد کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. تختہ تحریر پر الفاظ لکھیں۔

گھر گلی محلہ سڑک گاڑیاں پیدل فاصلہ منٹ
سویرے درخت گیٹ چوکی دار قطار فٹ پاتھ طے

3. طلبہ سے اپنے گھر سے اسکول تک ماحول کے بارے میں الفاظ کی مدد سے پانچ سے سات جملے لکھنے کا کہیں۔
4. اُستاد/اُستانی طلبہ کی نگرانی کریں جہاں ضرورت ہو ان کی مدد کریں۔

سرگرمی نمبر ۲:

1. جوڑوں کی کاپیاں آپس میں تبدیل کریں۔ طلبہ ایک دوسرے کی تحریر پڑھیں
2. املا/جملوں کی درستی کریں۔
3. چند طلبہ کو جماعت کے سامنے اپنی تحریر سُنانے کا کہیں۔
4. اچھی تحریر پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ اپنے اسکول، گھر اور اردگرد کے ماحول کے بارے میں پانچ سے سات جملے لکھنے کے قابل ہوگئے ہیں۔

جائزہ/جانچ: 5منٹ

1. دو/تین طلبہ سے جماعت کے سامنے اپنی تحریر سنانے کا کہیں۔
2. جہاں ضروری ہو اصلاح کریں۔
3. تحریر سے متعلق سوالات پوچھیں۔
   - آپ گھر سے اسکول کتنی دیر میں پہنچتے ہیں؟
   - آپ کو راستے میں کیا چیز پسند ہے اور کیوں؟

مشق: 2منٹ

طلبہ میرا اسکول کے موضوع پر سات جملے لکھ کر لائیں اور جماعت میں سنائیں۔

سبق نمبر
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لائبریری سے دل چسپ کتاب منتخب کرنا

طلبہ کے حاصلاتِ تعلم

- لائبریری میں اپنی پسند کی کتاب منتخب کر سکیں۔

معلومات برائے اساتذہ

1. اس حاصلِ تعلّم کے حصول کے لیے آپ کو اپنے اسکول میں ایک چھوٹی سی لائبریری یا ریڈنگ کارنر کا اہتمام کرنا پڑے گا۔
2. اساتذہ طلبہ سے پرانی کہانیوں کی کتابیں، رسالے اور دیگر کتابیں رضاکارانہ طور پر منگوائیں۔
3. اساتذہ خود بھی طلبہ کی عمر، ذہنی استعداد اور جماعت کے مطابق کتابیں لا سکتے ہیں۔
4. پی ٹی سی فنڈ سے بھی طلبہ کے لیے کتابیں خریدی جا سکتی ہیں۔
5. مخیر حضرات کی مدد سے بُک بینک کا اہتمام بھی کیا جا سکتا ہے۔
6. قریبی، مڈل، ہائی، ہائیر سکینڈری اسکول یا سرکل اے۔ایس۔ڈی۔ ای۔ او کی خدمات بھی حاصل کی جا سکتی ہیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے دُوم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5منٹ

طلبہ سے درج ذیل سوالات پوچھیں:

1. کیا آپ نے کبھی اپنی درسی کتابوں کے علاوہ بھی کوئی کتاب پڑھی ہے؟ ہاں کی صورت میں دو تین طلبہ سے پڑھی ہوئی کتابوں کے نام پوچھیں۔
2. آپ نے کبھی بچوں کا کوئی رسالہ پڑھا ہے؟(اگر کوئی طالب علم/طالبہ ہاتھ اُٹھائے تو اُس سے رسالے کے نام پوچھیں۔)
3. آپ نے کبھی کسی لائبریری سے کوئی کتاب لے کر اس کا مطالعہ کیا ہے؟ جو طالب علم/طالبہ ہاتھ اُٹھائے اس سے کتاب کا نام پوچھیں۔
4. طلبہ سے کہیں کہ آج ہم لائبریری سے اپنی پسند کی کتاب منتخب کریں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو قطار میں ریڈنگ کارنر یا لائبریری لے جائیں۔
2. طلبہ سے کہیں کہ وہ اپنی پسند کی کوئی کتاب منتخب کریں۔
3. کتاب پڑھتے وقت خاموشی اختیار کریں تاکہ دوسرے ساتھی پڑھنے کے دوران پریشان نہ ہو۔

4. کتاب کے صفحات احتیاط سے پلٹیں۔
5. کتاب پڑھنے کے لیے ۱۵ منٹ کا وقت دیں۔

سرگرمی نمبر ۲:

1. طلبہ کے جوڑے بنائیں۔
2. جوڑوں سے کہیں اپنی پڑھی ہوئی کتاب کے بارے میں اپنے ساتھی کو بتائیں۔
3. دونوں ساتھیوں کو بات کرنے کا موقع دیں۔
4. اُستاد/اُستانی کمرا جماعت میں گھوم کر مشاہدہ کریں کہ تمام جوڑے آپس میں معلومات کا تبادلہ کررہے ہیں۔

نتیجہ/خلاصہ: 3منٹ

اپنی پسند کی کتاب کا انتخاب کرنے سے دراصل طلبہ میں کتاب پڑھنے کا رجحان بڑھے گا اورا سکول میں لائبریری کے کلچر کو فروغ ملے گا۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے آج کی منتخب کردہ کتاب کا نام پوچھیں۔
2. طلبہ سے پوچھیں کہ آج کی کتاب میں سے کوئی ایک اہم بات بتائیں۔
3. کیا آپ اپنے ساتھی کو یہ کتاب پڑھنے کا مشورہ دیں گے؟ اور کیوں؟

مشق: 2منٹ

گھر میں موجود کتابوں کی فہرست بنائیں اور کمرا جماعت میں ساتھیوں کو بتائیں کہ آپ کے گھر میں کتنی کتابیں موجود ہیں۔

نوٹس

مہینہ

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سبق نمبر
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الفاظ کو درست ارکان میں توڑنا

طلبہ کے حاصلاتِ تعلم

دو یا زائد ارکان والے الفاظ کو درست ارکان میں توڑ سکیں۔ مثلاً "پانی" میں "پا" اور "نی"

معلومات برائے اساتذہ

1. اُستاد/اُستانی ابتدائی جماعتوں میں طلبہ کو الفاظ میں ارکان توڑنے اور ارکان کو ملا کر الفاظ بنانے کی بار بار مشق کروائیں تاکہ طلبہ آسانی سے کسی بھی لفظ میں موجود الفاظ میں ارکان کی شناخت کر سکیں۔
2. اُستاد/اُستانی طلبہ کو ارکان کی آوازوں کی شناخت بھی کروائیں تا کہ طلبہ کسی بھی لفظ کو درست ارکان میں توڑ سکیں۔
3. طلبہ کو انفرادی طور پر دو یا زائد ارکان والے ایسے الفاظ دے کر دُرست ارکان میں توڑنے کی مشق کروائی جائے جس سے طلبہ کی الفاظ روانی سے پڑھنے کی صلاحیت میں بہتری آئے گی۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، تصاویر و غیرہ

تعارف: 5منٹ

1. تختہ تحریر پر دیے گئے الفاظ لکھیں اور طلبہ سے اخذ کروائیں کہ ان الفاظ میں کتنے ارکان ہیں؟
   - تالا-بالی- بھاگو – جالے
2. استاد/اُستانی طلبہ کو جماعت اوّل کی درسی کتاب میں دیے گئے ارکان کی مشق کروائیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں۔
2. اساتذہ دیے گئے الفاظ ایک کاغذ پر لکھیں۔

پانی	جوڑو	جاتی	دروازے
توری	سونا	پودا	پاکستان
جاگی	کمزور	ترکاری	جاگتے

3. گروپ کو کہیں کہ بولے جانے والے لفظ کو غور سے سُن کر ان میں موجود ارکان بتائیں۔
4. طلبہ کے سامنے باری باری کاغذ پر لکھے ہوئے الفاظ بولیں۔

5. باری باری گروپوں سے ارکان کی تعداد پوچھیں۔
6. بوقت ضرورت طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر2:

1. دیے گئے الفاظ تختۂ تحریر پر لکھیں۔

دو ارکان	توڑ	تین ارکان	توڑ
پانی	پا۔ نی	دروازے	در۔وا۔زے

2. ہر گروپ کو ایک چارٹ دیں۔
3. گروپوں سے کہیں کہ تختۂ تحریر پر دیا گیا جدول چارٹ پر بنائیں۔
4. گروپوں سے کہیں کہ جدول میں دوارکان والے الفاظ اور تین ارکان والے الفاظ متعلقہ خانے میں لکھیں اور آخر میں اُن کے توڑ لکھیں۔
5. سرگرمی مکمل کرنے کے لیے طلبہ کو ۱۰منٹ کا وقت دیں۔
6. صحیح کام مکمل کرنے پر گروپ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

دو اور تین ارکان کی مشق کروانے سے اب طلبہ سے دو یا زائد ارکان والے الفاظ کو درست ارکان میں توڑ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہیں کہ میں چند الفاظ بولوں گا آپ سن کر تالی بجا کر بتائیں کہ اس میں کتنے ارکان ہیں؟
   - تارے – کرکٹ
   - مطلب – چار پائی
2. ایک رکن پر ایک تالی بجائیں۔
3. آخر میں متعلقہ لفظ پر اساتذہ خود تالی بجا کر عملی نمونہ پیش کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر سے اپنی کاپیوں پر دو اور تین ارکان والے ۵ الفاظ لکھیں۔ اور اُن کو ارکان میں توڑ کر لائیں۔

سبق نمبر
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تصویری کہانی پر گفتگو کرنا

طلبہ کے حاصلاتِ تعلم

- تصویری کہانی پر گفتگو کر سکیں۔

معلومات برائے اساتذہ

1. اُستاد/اُستانی ایسی تصویری کہانی کا انتخاب کریں کہ جس میں طلبہ دل چسپی کا اظہار کریں۔
2. تصویروں کو کہانی کی ترتیب کے ساتھ طلبہ کے سامنے پیش کریں تا کہ طلبہ آسانی کے ساتھ اس پر گفت گو کر سکیں۔
3. کہانی کو ترتیب دینے کے دوران طلبہ سے سوالات وجوابات کا سلسلہ جاری رکھیں تا کہ طلبہ کہانی کو سمجھ کر سیر حاصل
4. گفت گو کر سکیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ

تعارف: 5منٹ

1. طلبہ کو درسی کتاب کے صفحہ نمبر (۴۱ تا ۴۲) سے تصویر دکھائیں اور پوچھیں:
   - تصویر میں آپ کو کیا نظر آرہا ہے؟
   - تصویر میں کتنے جانور ہیں؟
   - شیر کیا کر رہا ہے؟

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں۔
2. طلبہ کو بتائیں کہ آج ہم ایک تصویری کہانی پر کام کریں گے۔
3. طلبہ سے کہیں کہ درسی کتاب کا صفحہ نمبر ۴۱ کھولیں۔
4. گروپ میں بات چیت کریں کہ صفحہ نمبر ۴۱ تا ۴۲میں آپ کو کیا نظر آرہا ہے؟

سرگرمی نمبر2

1. گروپ میں چارٹ اور مارکر دیں۔

2. تختہ تحریر پر دیئے گئے سوال لکھیں۔
   - پہلی تصویر میں شیر کہاں ہے، اور کیا کر رہا ہے؟
   - دوسری تصویر میں چوہا کیا کر رہا ہے؟
   - شیر کو چوہے پر کیوں غصّہ آیا؟
   - تیسری تصویر میں شیر جال میں کیسے پھنس گیا؟
   - شیر کو جال سے کس نے نکالا؟
   - آپ کے خیال میں شیر نے جال سے نکلنے کے بعد چوہے کو کیا کہا ہو گا؟
3. طلبہ سے کہیں تصاویر کو دیکھتے ہوئے ان سوالوں کے جواب چارٹ پر لکھیں۔
4. سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3منٹ

تصویری کہانی پر گفت گو کرنے سے طلبہ کی مشاہداتی صلاحیتوں میں بہتری آئی اور وہ تصویر دیکھ کر کہانی پر گفت گو کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. دونوں گروپوں کے ایک ایک طالب علم/طالبہ سے باقی ساتھیوں کے سامنے کہانی سُنانے کا کہیں۔
2. کہانی سُنانے پر گروپ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر میں اپنے ابّو، امّی اور بہن بھائیوں کو آج کی کہانی کی تصویریں دکھاتے ہوئے کہانی سُنائیں۔

نوٹس

سبق نمبر
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متن کو فہم سے پڑھنا

طلبہ کے حاصلاتِ تعلم

- متن کو فہم سے پڑھ سکیں۔

معلومات برائے اساتذہ

1. اُردُو مضمون میں طلبہ کی دل چسپی کے لیے ضروری ہے کہ متعلقہ متن اور عبارت کو فہم سے پڑھ سکیں۔
2. متن پڑھنے کے بعد اُستاد/اُستانی طلبہ سے سوالات پوچھے تا کہ معلوم ہو سکے کہ طلبہ متن کے مفہوم کو بہتر طور پر سمجھ چکے ہیں۔
3. متن کے فہم کے لیے طلبہ کو موقع دیں کہ وہ بچوں کے رسالے، میگزین، اخبار،لائبریری کی کتابوں اور درسی کتاب میں سے اپنی پسند کی کوئی نظم، کہانی، لطیفے، پہیلیاں اور اہم معلومات پڑھیں۔
4. طلبہ سے اُن کی ذہنی استعداد اور درجے کے مطابق متن سے متعلق سوالات پوچھیں تا کہ پڑھے گئے متن کے حوالے سے تفہیم کا اندازہ ہو سکے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم،تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5منٹ

1. جدول میں دی گئی عبارت تختۂ تحریر پر لکھیں۔

ہمارے ملک کا نام پاکستان ہے۔ ہم پاکستان کے صوبہ خیبر پختو ن خواسے تعلق رکھتے ہیں۔ ہماری قومی زبان اُردُو ہے۔

2. کسی ایک طالب علم/طالبہ سے عبارت پڑھنے کا کہیں۔
3. باقی طلبہ کو عبارت غُور سے سننے کا کہیں۔
4. عبارت سے متعلق طلبہ سے دیے گئے سوالات پوچھیں۔
   - ہمارے ملک کا نام کیا ہے؟
   - ہماری قومی زبان کون سی ہے؟
   - ہمارے صوبے کا نام کیا ہے؟
5. تین مختلف طلبہ کو جواب دینے کا موقع دیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. جدول میں دیا گیا متن تختۂ تحریر پر لکھیں۔

ٹریفک کے اشارے
صبح اسمبلی میں اُستانی نے بتایا کہ آج ٹریفک پولیس کے افسر ہمارے سکول آئے ہیں۔ وہ ہمیں ٹریفک کے اشاروں کے بارے میں معلومات دیں گے۔ ٹریفک پولیس کے افسر نے ٹریفک کے اشارے دکھاتے ہوئے کہا کہ سرخ بتی پر ٹریفک رکتی ہے۔ پیلی بتی گاڑیاں جانے کی تیاری اور سبز بتی چلنے کا اشارہ دیتی ہے۔ ایک بااصول شہری کو ان اشاروں کا خیال رکھنا چاہیے۔

2. طلبہ سے کہیں کہ دیا گیا متن اپنی کاپیوں پر لکھیں۔
3. طلبہ سے کہیں کہ لکھنے کے دوران نئے الفاظ خط کشید کریں۔
4. متن لکھنے کے دوران طلبہ کی مکمل رہ نمائی کریں۔اس بات کی تسلی کرلیں کہ تمام طلبہ نے متن کاپیوں پر لکھ لیا ہے۔
5. طلبہ کو متن لکھنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ پہلا ساتھی دوسرے کو اور دوسرا ساتھی پہلے کو متن پڑھ کر سُنائے۔
3. پڑھنے کے دوران اُستاد طلبہ کی مکمل رہ نمائی کریں تا کہ طلبہ خاص الفاظ کو دُرست تلفظ کے ساتھ ادا کر سکیں۔
4. متن پڑھنے کے بعد طلبہ سے دیے گئے سوالات پوچھیں۔
   - ٹریفک پولیس کے افسر سکول کیوں آئے تھے؟
   - ٹریفک کو کنٹرول کرنے لیے کتنی بتیاں ہوتی ہیں؟ نام بتائیں۔
   - کون سی بتی پر ٹریفک رک جاتی ہے؟
5. دُرست جواب دینے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

متن کی پڑھائی کے دوران طلبہ کی مناسب رہ نمائی کرنے اور سوالات پوچھنے سے طلبہ متن کو فہم سے پڑھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہیں کہ اپنی کاپی پر ٹریفک کے اشارے پر موجود بتیوں کی تصویر بنا کر رنگ بھریں۔
2. طلبہ سے سُرخ اور پیلی بتی کے اشارے کا مطلب پوچھیں۔
3. دُرست جواب دینے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

گھر سے درسی کتاب کے صفحہ نمبر ۲۹ پر سرگرمی پڑھیں میں دی گئی عبارت پڑھ کر آئیں اوراگلے دن آخر میں دیے گئے سوال کا جواب اپنے ساتھی کو بتائیں۔

سبق نمبر
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بے ترتیب الفاظ کو ترتیب دے کر جُملے مرتب کرنا

طلبہ کے حاصلاتِ تعلم

- بے ترتیب الفاظ کو ترتیب دے کر جُملے مرتب کر سکیں۔

معلومات برائے اساتذہ

1. جملے کی ترتیب عموماً یوں ہوتی ہے:
   ا۔ فاعل ۲۔ مفعول ۳۔ فعل
2. مرکب اضافی کی صورت میں مضاف الیہ پہلے اور مضاف بعد میں آتا ہے۔
3. جب جملے میں کئی اسم ہوں تو حرفِ عطف "اور" سب سے آخری اسم سے پہلے لگایا جاتا ہے۔
4. طلبہ کو سادہ جملوں کی ترتیب کی خوب مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، فلیش کارڈز۔ وغیرہ

تعارف: 5منٹ

1. تختۂ تحریر پر دیا گیا جملہ لکھیں۔
   - جملہ:۔ سمیرا اِسکول میں جاتی ہے۔
2. طلبہ سے کہیں کہ ان جملے میں فعل، فاعل اور مفعول کی نشان دہی کریں۔
3. اگر طلبہ جواب نہ دے سکیں تو مناسب رہ نمائی کریں۔
4. اب طلبہ کو بتائیں کہ کوئی جملہ لکھتے وقت سب سے پہلے فاعل لکھا جاتا ہے، پھر مفعول اور فعل سب سے آخر میں آتا ہے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو تین گروپوں میں تقسیم کریں۔
2. تختۂ تحریر پر فاعل، مفعول اور فعل کے فلیش کارڈ بے ترتیبی سے لگائیں۔

فاعل	مفعول	فعل
گوہر	لکھتا ہے	خط

پڑھتی ہے	کتاب	ثمینہ
سیب	ابّو	کھا رہے ہیں
پکا رہی ہیں	سویاں	امّی

3. گروپ 'الف' سے کوئی طالب علم/طالبہ فاعل کا کارڈ اُٹھائے۔
4. گروپ 'ب' سے کوئی طالب علم/طالبہ فاعل سے متعلقہ مفعول کا کارڈ اُٹھائے۔
5. گروپ 'ج' سے کوئی طالب علم/طالبہ فاعل سے متعلقہ فعل کا کارڈ اُٹھائے۔
6. اب فاعل، مفعول اور فعل کے کارڈ ترتیب سے لگا کر جملہ مرتب کریں۔

سرگرمی نمبر ۲:

1. تختۂ تحریر پر جدول میں دیے گئے الفاظ بے ترتیبی سے لکھیں۔

بے ترتیب الفاظ		مرتب جملے
۱۔	ہے۔ پڑھا۔ میں۔ سبق۔ نے۔	میں نے سبق پڑھا ہے۔
۲۔	سکول۔ آتی۔ لڑکیاں ہیں۔	_____
۳۔	ہے۔ تمھارا۔ لکھ رہا۔ بھائی۔	_____
۴۔	تھے۔ خاموش۔ طلبہ۔ سارے	_____
۵۔	ہیں۔ ہم پاکستانی۔ سب۔	_____
۶۔	اجمل۔ پڑھتا ہے۔ میں۔ جماعت دُوم	_____

2. طلبہ سے کہیں کہ وہ ان الفاظ کو ترتیب دے کر جملے بنائیں۔
3. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔
4. طلبہ کو سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہوگئے ہیں کہ وہ بے ترتیب الفاظ کو ترتیب دے کر جملے بناسکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. تختۂ تحریر پر جدول میں دیے گئے الفاظ بے ترتیبی سے لکھیں۔
   - ہے – یہ –کا- پھول - گلاب
2. چند طلبہ سے کہیں کہ وہ ان الفاظ کو ترتیب دے کر جملہ بنائیں۔

مشق: 2منٹ

درسی کتاب کے صفحہ نمبر۲۸ پر دی گئی سرگرمی قواعد سیکھیں میں بے ترتیب الفاظ کو ترتیب دے کر جملے بنائیں اور اپنی کاپیوں پر لکھیں۔

سبق نمبر
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سوالیہ جملے بنانا

طلبہ کے حاصلاتِ تعلم

- سوالیہ جملے بنا سکیں۔

معلومات برائے اساتذہ

1. فعل کی حالت کے لحاظ سے جملے تین قسم کے ہوتے ہیں۔
   - مثبت
   - منفی
   - سوالیہ
2. مثبت یا سادہ جملہ:- جس جملے میں کسی کام کرنے یا ہونے کا ذکر ہو۔ جیسے: احمد درخت لگا رہا ہے۔
3. منفی جملہ:- جس جملے میں کام نہ کرنے یا نہ ہونے کا ذکر ہو۔ جیسے: سائرہ جھوٹ نہیں بولتی۔
4. سوالیہ جملہ:- جس جملے میں کسی کام کے بارے میں پوچھا جائے۔ اسے استفہامیہ جملہ بھی کہتے ہیں عموما ایسے جملوں میں سوال کیا جاتا ہے۔ اور کب، کیسے، کیا، کہاں، کون، کیوں وغیرہ الفاظ استعمال کیے جاتے ہیں۔ جیسے احمد بازار کیوں جا رہا ہے؟
5. طلبہ سے سوالیہ جملے بنانے کی مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ۔

تعارف: 5منٹ

1. چند طلبہ سے کہیں کہ وہ اپنے ساتھ بیٹھے ساتھی سے درج ذیل سوالات پوچھیں۔
   - آپ کا نام کیا ہے؟
   - آپ کون سی جماعت میں پڑھتے/پڑھتی ہو؟
   - آپ کے اسکول کا کیا نام ہے؟

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جوڑے میں ایک ساتھی دیے گئے سوالات پوچھے اور دوسرا ساتھی جواب دے۔

- آپ کے والد کا کیا نام ہے؟
- آپ کو کون سا مضمون پسند ہے؟
- آپ کے اُردو کے اُستاد/اُستانی کا کیا نام ہے؟
- آپ کہاں رہتے/رہتی ہیں؟
- آپ کتنے بہن بھائی ہیں؟
- آپ کے جماعت میں کتنے لڑکے/لڑکیاں ہیں؟

3. اب دوسرا ساتھی سوالات پوچھے اور پہلا ساتھی جواب دے۔
4. اُستاد/اُستانی نگرانی کریں اور بہ وقت ضرورت رہ نمائی کریں۔

سرگرمی نمبر2:

1. طلبہ اپنا کام جوڑوں میں جاری رکھیں گے۔
2. تختۂ تحریر پر جدول میں دیے گئے جملے لکھیں۔
3. جوڑوں سے کہیں کہ وہ درج ذیل الفاظ کی مدد سے دیے گئے جملے سوالیہ جملوں میں تبدیل کریں۔

الفاظ:	کیا	کب	کیسے	کہاں	کون	کیوں
سادہ جملہ			سوالیہ جملہ			
■ مثال: عماد کراچی جا رہا ہے			کیا عماد کراچی جا رہا ہے؟		(کیا)	
■ ہم لاہور کی سیر کریں گے۔					(کہاں)	
■ عائشہ صبح سویرے اُٹھتی ہے۔					(کب)	
■ رحیم سکول نہیں آیا۔					(کیوں)	
■ میرا نام اسلم ہے۔					(کون)	
■ میں خیریت سے ہوں۔					(کیسے)	

4. جوڑوں میں کام کرنے پر طلبہ کی حوصلہ افزائی کریں۔
5. زیادہ سے زیادہ طلبہ کو شمولیت کا موقع دیں اور مناسب رہ نمائی کریں۔
6. آخر میں طلبہ سے کہیں کہ وہ سوالیہ جملے اپنی کاپیوں پر لکھیں۔
7. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے ۱۰منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3منٹ

- درج بالا سرگرمیوں کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ سوالیہ جملے بنا سکیں۔

جائزہ/جانچ: 5منٹ

1. ہر گروپ دوسرے گروپ سے کمرا جماعت سے متعلق سوالات پوچھے:
   - ہمارے کمرا جماعت میں کتنی کرسیاں ہیں؟
   - ہمارے کمرا جماعت میں کتنے پنکھے ہیں؟
   - ہمارے کمرا جماعت میں کتنے لڑکے/لڑکیاں ہیں؟

مشق: 2منٹ

طلبہ سے کہیں کہ گھر سے درسی کتاب صفحہ ۲۹ پر سوال نمبر ے کے تحت دیے گئے جملوں کو سوالیہ جملوں میں تبدیل کریں اور کاپیوں پر لکھیں۔

سبق نمبر
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چھپائی کے پیچیدہ تصورات کی درست نشان دہی کرنا

طلبہ کے حاصلاتِ تعلم

- چھپائی کے مزید پیچیدہ تصورات کی درست نشان دہی کر سکیں۔(جملے میں پہلا لفظ، جملے کا آخری لفظ، سکتہ یا سوالیہ نشان)

معلومات برائے اساتذہ

1. جماعت دُوَم کے طلبہ سے چھپائی کے مزید پیچیدہ تصورات جن میں(جملے کا پہلا لفظ، جملے کا آخری لفظ، سکتہ یا سوالیہ نشان جیسے تصورات شامل ہیں) کی نشان دہی کروائیں۔
2. درسی کتاب میں سے عنوان تلاش کرنے کے بعد طلبہ سے جدول میں دیے گئے سوالات پوچھیں۔
   - جملے کا پہلا لفظ کون سا ہے؟
   - جملے کا آخری لفظ بتائیں؟
   - سکتہ یا سوالیہ نشان کی طرف بھی توجہ دلوائیں۔
3. روزانہ کی بنیاد پر ان تصورات کی بار بار مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. جدول میں دیا گیا جملہ تختہ تحریر پر لکھیں۔

یہ میری کتاب ہے۔

2. طلبہ سے پوچھیں:
   - اس جملے کے آخر میں کون سی علامت ہے؟
   - جملے میں پہلا لفظ کون سا ہے؟
   - جملے میں آخری لفظ کی نشان دہی کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. جدول میں دی گئی عبارت تختہ تحریر پر لکھیں۔

میں رات کو جلدی سوتا ہوں۔ روزانہ صبح سویرے اُٹھتا ہوں۔ سیر کے بعد ناشتا کرتا ہوں اور اسکول جانے کی تیاری کرتا ہوں۔

2. طلبہ کے دو گروپ بنائیں۔
3. ہر گروپ کے طلبہ سے باری باری دیے گئے سوالات پوچھیں۔
   - عبارت میں سے پہلے جملے کی نشان دہی کریں۔
   - پہلے جملے کا پہلا لفظ بتائیں۔
   - پہلے جملے کا آخری لفظ بتائیں۔
   - اسی طرح ہر جملے کے آخر میں دی ہوئی علامت ختمہ کی نشان دہی کروائیں۔
4. تمام طلبہ کی شرکت کو یقینی بنائیں اور مناسب رہ نمائی کریں۔
5. سرگرمی مکمل کرنے کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر2:

1. طلبہ کے گروپ بر قرار رکھیں۔
2. دی گئی عبارت تختہ تحریر پر لکھیں۔

عبارت
اُستانی جی نے روئی کی مدد سے بچے کا زخم صاف کیا۔ دوائی لگائی اور پٹی کر دی۔ کیا آپ بتا سکتے ہیں کہ اُستانی نے زخمی بچے کا علاج کس طرح کیا؟

3. ہر گروپ میں سے باری باری طلبہ سے درج ذیل سوالات پوچھیں:
   - دی گئی عبارت میں سکتے کی علامت کی نشان دہی کریں۔
   - دی گئی عبارت میں سوالیہ علامت کی نشان دہی کریں۔
4. زیادہ سے زیادہ طلبہ کو شمولیت کا موقع دیں۔
5. طلبہ کی حوصلہ افزائی کریں اور مناسب رہ نمائی کریں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ جملے میں پہلا لفظ، جملے کا آخری لفظ، سکتہ یا سوالیہ نشان کی نشان دہی کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. درسی کتاب میں سے کچھ جملے منتخب کر کے طلبہ سے پوچھیں:
   - جملے کا پہلا اور آخری لفظ بتائیں؟
   - جملے میں سکتے اور سوالیہ علامت کی نشان دہی کریں۔
2. جو گروپ زیادہ درست جواب دے گا وہ فاتح قرار پائے گا۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر پر درسی کتاب میں سے کوئی سے دو جملے منتخب کر کے ان میں سکتےاور سوالیہ نشان کی نشان دہی کر کے اپنی کاپیوں پر لکھ کر لائیں۔

سبق نمبر
25

تسلسل کے ساتھ کہانی کو اپنے الفاظ میں بیان کرنا

طلبہ کے حاصلاتِ تعلم

- بول چال میں جملوں کے تسلسل کو بر قرار رکھتے ہوئے کہانی کو اپنے الفاظ میں بیان کر سکیں۔

معلومات برائے اساتذہ

1. اُستاد/اُستانی کہانی سناتے وقت اس بات کا خیال رکھے کہ طلبہ کہانی میں خاطر خواہ دل چسپی لے رہے ہیں۔
2. کہانی کے شروع، درمیان اور آخر میں سوالات کرنے کا مقصد یہ ہوتا ہے کہ طلبہ پیش گوئی کر سکیں کہ کہانی میں آگے کیا ہو گا؟
3. طلبہ کی تعلیمی استعداد، درجے کے مطابق اپنی کہانی کا چناؤ کریں، جسے سن کر طلبہ آسانی سے اپنے الفاظ میں بیان کر سکیں۔
4. روزانہ کے بول چال میں طلبہ کے ساتھ کی جانے والی گفت گو میں جملوں کے تسلسل کو بر قرار رکھیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ

تعارف: 5منٹ

1. طلبہ سے پوچھیں:
   - آپ کو گھر میں کہانیاں کون سُناتا ہے؟
   - کسی طالب/طالبہ کو اپنی پسند کی کہانی سُنانے کا کہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

2. طلبہ سے کہیں کہ پیارے بچّو! آج میں آپ کو عقل مند مچھلی کی کہانی سُناؤں گا۔ آپ نے کہانی غور سے سُننی ہے اور بعد میں اپنے ساتھیوں کو سُنانی ہے۔
3. کہانی کے آغاز سے پہلے طلبہ سے سوالات پوچھیں:
   - کیا آپ نے کبھی مچھلی دیکھی ہے؟
   - مچھلی کہاں رہتی ہے؟
1. اُستاد/اُستانی طلبہ کو جدول میں دی گئی کہانی سنائیں۔

عقل مند مچھلی

ایک گاؤں میں چھوٹا سا تالاب تھا۔ جس میں بہت سی مچھلیاں رہتی تھیں۔ایک مچھلی کا رنگ نیلا تھا۔جس کی وجہ سے اس کا نام نیلی مچھلی پڑگیا۔ نیلی مچھلی بہت عقل مند تھی۔ وہ کام کرتی بہت سوچ سمجھ کر کرتی تھی۔(رکیں اور عقل مند مچھلی کا رنگ کیسا تھا؟) ایک دن اس تالاب کے پاس دو مچھیرے آئے (سوال نمبر ۲ مچھیرے کون ہوتے ہیں؟) ایک مچھیرے نے کہا اوہو! دیکھو تو کتنی ساری مچھلیاں ہیں۔ کل ہم آئیں گے اور ان سب مچھلیوں کو پکڑ کر لے جائیں گے۔ یہ بات نیلی مچھلی نے سُن لی اور جا کر دوسری مچھلیوں کو بتا یا۔سب مچھلیاں نیلی مچھلی پر ہنسنے لگیں اور کہنے لگیں کہ اگر تمہیں جانا ہے تو جاؤ ہم سب یہیں رہیں گی۔ (سوال نمبر۔۳ دوسری مچھلیوں نے عقل مند مچھلی کی بات کیوں نہیں سنی؟) اُسی رات عقل مند مچھلی تالاب چھوڑ کر چھوٹی جھیل کے ذریعے ندی میں چلی گئی۔ دوسرے دن وہ مچھیرے آئے اور تالاب کی ساری مچھلیوں کو پکڑ کر لے گئے۔ عقل مند مچھلی کی بات نہ مان کر مچھلیاں بہت پچھتائیں۔لیکن اب اس کا کوئی فائدہ نہ تھا۔ (سوال نمبر۔ ۴عقل مند مچھلی مچھروں سے کیسے بچ گئی؟)

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ ''عقل مند مچھلی'' کی کہانی اپنے ساتھی کو سنائیں۔
3. پہلا ساتھی دوسرے کو دوسرا ساتھی پہلے کو کہانی سنائے۔
4. کہانی سنانے کے لئے طلبہ کو ۱۰منٹ کا وقت دیں۔
5. اساتذہ کمرا جماعت میں گھوم کر طلبہ کی کہانی سُنانے پر حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

کہانی کے دوران اور آخر میں سوالات پوچھنے سے طلبہ کی توجہ کہانی کی طرف رہی، جس سے طلبہ کی ذہنی استعداد میں اضافہ ہوا اور وہ کہانی کو اپنے الفاظ میں بیان کرنے کے قابل ہوئے۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہانی اپنے الفاظ میں باقی ساتھیوں کو سُنانے کا کہیں۔
2. کہانی سنانے والے طلبہ سے ہاتھ اُٹھوائیں۔
3. ایک یا دو طلبہ سے کہانی سُنیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر میں اپنے ابّو، امّی اور بہن بھائیوں کو عقل مند مچھلی کی کہانی سنائیں۔ اور اُن سے کوئی دل چسپ کہانی سن کر آئیں اور کمرا جماعت کے سامنے سنائیں۔

سبق نمبر
26

۶۰ الفاظ پر مشتمل عبارت کو ایک منٹ میں روانی سے پڑھنا۔

طلبہ کے حاصلاتِ تعلم

- اپنی جماعت کے معیار کے مطابق کم از کم 60 الفاظ پر مشتمل عبارت ایک منٹ میں روانی سے پڑھ سکیں۔

معلومات برائے اساتذہ

1. اُستاد/اُستانی طلبہ کو انفرادی طور پر عبارت پڑھنے کی مشق بار بار کرواتے رہیں، تا کہ وہ کسی بھی عبارت کو روانی سے پڑھ سکیں۔
2. اُستاد/اُستانی طلبہ کو نئے الفاظ کی ذخیرہ الفاظ کی مدد سے مشق کروائیں، تا کہ نئے الفاظ سے واقفیت کے بعد طلبہ آسانی سے وہ الفاظ ادا کر سکیں۔
3. طلبہ کو اپنی پسند کی کہانیوں، نظموں اور رسالوں کو پڑھنے کا موقع دیں تا کہ وہ خود سے خاص الفاظ کی بار بار مشق کرتے ہوئے عبارت روانی سے پڑھنے کے قابل ہو سکیں۔

دورانیہ: 70منٹ/دو پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن چارٹ و غیرہ

تعارف: 5منٹ

1. کمرا جماعت میں طلبہ کے سامنے دیوار پر چارٹ آویزاں کریں جس پر جدول میں دی گئی عبارت لکھی ہوئی ہو۔

رابعہ گاؤں میں رہتی ہے۔ گاؤں میں زیادہ تر مکان کچے ہیں۔ گلیاں بھی کچی ہیں۔ گاؤں کے لوگ بہت محنت کرتے ہیں۔ لوگ تازہ دودھ، گھی، مکھن، پھل اور سبزیاں کھاتے ہیں۔ اس لیے وہ صحت مند ہوتے ہیں۔

2. دو سے تین طلبہ سے باری باری عبارت پڑھنے کا کہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. جدول میں دی گئی عبارت کے تختۂ تحریر لکھیں۔

طبّی امداد

تفریح کے دوران تمام بچے کھیل رہے تھے۔ اچانک ایک بچّہ گر گیا اور اس کی ٹانگ پر چوٹ لگ گئی۔ اُستانی ماریہ نے جُوں ہی بچے کو دیکھا تو طبی امداد کا ڈبّہ لائیں۔ اُنھوں نے روئی کی مدد سے زخم صاف کیا۔ دوا لگا کر پٹّی باندھی اور بچے کے والدین کو اس حادثے سے مطلع کیا۔ اُستانی جی نے ہمیں بتایا کہ ہمیں اپنے گھر میں طبی امداد کا ڈبّہ رکھنا چاہیے۔

2. طلبہ سے عبارت اپنی کاپیوں پر لکھنے کا کہیں۔
3. عبارت لکھنے کے دوران طلبہ کی مکمل رہ نمائی کریں۔

4. اس بات کی تسلی کر لیں کہ تمام طلبہ نے عبارت کاپیوں پر لکھ لی ہے؟
5. اس سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر2

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ کو بتائیں کہ جب میں کہوں تو ایک ساتھی دوسرے ساتھی کو عبارت پڑھ کر سنائے۔
3. طلبہ کو سٹاپ واچ دکھاتے ہوئے کہیں کہ عبارت کو کم ازکم ایک منٹ میں پڑھنے کی کوشش کریں۔
4. طلبہ سے کہیں کہ ''اسٹارٹ'' بولنے پر پڑھنا شروع کرنا ہے اور ''رک جائیں'' بولنے پر جہاں تک پڑھا ہے نشان لگانا ہے۔
5. جوڑوں میں طلبہ فیصلہ کر لیں کہ پہلے کون پڑھے گا اور بعد میں کون پڑھے گا۔
6. اُستاد/استانی طلبہ کی پڑھنے کا وقت نوٹ کرنے کے لیے سٹاپ واچ کا استعمال کرے۔
7. اُستاد/اُستانی ایک منٹ پورا ہونے پر طلبہ کو رکنے کا کہیں۔
8. یہی عمل دوسرے ساتھی کے ساتھ دہرائیں۔

نتیجہ/خلاصہ: 3منٹ

عبارت کو روانی سے پڑھنے کے لیے طلبہ کو خاص الفاظ کی مشق کروانے سے وہ نئے الفاظ سے واقف ہو گئے اور عبارت کو روانی سے پڑھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے پوچھیں:
   - تفریح کے دوران طلبہ کیا کر رہے تھے؟
   - طبی امداد کا بکس کون لایا؟
   - مس ماریہ نے جماعت کو کیا بتایا؟
2. دو سے تین طلبہ کو جواب دینے کا موقع دیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ وہ درسی کتاب میں صفحہ نمبر ۳۳پر دی گئی عبار ت پڑھ ۱ منٹ میں پڑھنے کی مشق کر کے آئیں اور دوسرے دن باقی ساتھیوں کو پڑھ کر سنائیں۔

نوٹس

سبق نمبر
27

مذکّر اور مؤنّث اسما کی عام جمع بنانا

طلبہ کے حاصلاتِ تعلم

- مذکّر اور مؤنّث اسما کی عام جمع بنا سکیں جیسے گھوڑا سے گھوڑے۔

معلومات برائے اساتذہ

1. طلبہ کو مذکّر اور مؤنّث کا مطلب سمجھائیں مذکّر "نر" کو کہتے ہیں جب کہ مؤنّث "مادہ" کے لئے استعمال ہوتا ہے۔
2. مذکّر اسموں کی جمع بناتے وقت ان کے آخر میں آنے والے "الف" یا "ہ" کو "ے" سے بدل دیتے ہیں۔ جیسے: بچہ سے بچے، گھوڑا سے گھوڑے وغیرہ
3. مؤنّث اسموں کی جمع بناتے وقت آخر میں آنے والی یائے معروف (ی) کے بعد "اں" کا اضافہ کرتے ہیں۔جیسے: مرغی سے مرغیاں، بچی سے بچیاں وغیرہ

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم،تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر وغیرہ۔

تعارف: 5منٹ

1. طلبہ کو مذکّر اور مؤنّث کا فرق سمجھائیں۔
2. مذکّر اسم کی جمع بنا کر بتائیں۔ جیسے: گھوڑا سے گھوڑے وغیرہ
3. مؤنّث اسم کی جمع بنا کر بتائیں۔ جیسے: بکری سے بکریاں وغیرہ

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. جب طلبہ مذکّر اور مؤنّث کا فرق سمجھ جائیں تو انھیں واحد سے جمع بنانے کی طرف لائیں۔ جیسے ایک گھوڑا اور چار گھوڑے وغیرہ
2. طلبہ کو بتائیں کہ اگر مذکّر اسم کے آخر میں 'الف' یا 'ہ' ہو تو اسے 'ے' سے بدل دیتے ہیں۔ مثلاً: بچہ سے بچے، بکرا سے بکرے وغیرہ
3. اگر مؤنّث اسم کے آخر میں 'ی' ہو تو آخر میں 'اں' بڑھاتے ہیں جیسے لڑکی سے لڑکیاں، مرغی سے مرغیاں وغیرہ
4. طلبہ کو مذکّر اور مؤنّث اسما کی جمع بنانے کی خوب مشق کروائیں۔

سرگرمی نمبر 2:

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. تختۂ تحریر پر جدول میں دیے گئے الفاظ لکھیں اور طلبہ سے ان کی جمع بنانے کا کہیں۔

واحد	جمع
لڑکی	لڑکیاں
دادی	
نواسہ	
دُنبہ	
مرغا	
پھوپھی	
ٹوکری	

3. ہر گروپ میں سے طلبہ کی شرکت کو یقینی بنائیں۔
4. طلبہ کی حوصلہ افزائی کریں اور ضرورت کے مطابق مناسب رہ نمائی کریں۔
5. آخر میں دیا گیا جدول طلبہ سے ان کی کاپیوں پر نوٹ کروائیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ مذکّر اور مؤنّث اسم کی عام جمع بنا سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. ایک گروپ کو مذکّر اسموں کی عام جمع بنانے کے لیے کہیں: جیسے گھوڑا سے گھوڑے
2. اسی طرح مُرغا اور چوزا کی جمع بنوائیں۔
3. دوسرے گروپ سے مؤنّث اسموں کی عام جمع بنانے کے لیے کہیں۔ مثلاً: نانی اور بھابھی کی جمع بنائیں۔

مشق: 2منٹ

طلبہ گھر سے کم ازکم دو مذکّر اسما اور دو مؤنّث اسما کی جمع اپنی کاپیوں پر لکھ کر لائیں۔

نوٹس

سبق نمبر
28

نظم، کہانی یا واقعہ پڑھ کر پسند کرنا اور سوالات کے جوابات لکھنا

طلبہ کے حاصلاتِ تعلم

- نظم، کہانی یا واقعہ پڑھ کر پسند کا اظہار کر سکیں۔
- نظم، کہانی یا واقعہ پڑھ کر مختصر سوالات کے جوابات لکھ سکیں۔
- قومی زبان میں سادہ کہانی سُن کر تفہیمی سوالات کے جوابات دے سکیں۔
- اپنے درجے کے مطابق سادہ کہانی پڑھ کر (بلند خوانی/خاموش مطالعہ) سوالات کے جوابات دے سکیں۔

معلومات برائے اساتذہ

1. طلبہ میں خود اعتمادی پیدا کرنے کے لیے انھیں اپنی پسند ناپسند کے اظہار کا پورا موقع فراہم کریں۔
2. اردُو مضمون میں طلبہ کی دلچسپی لینے کے لیے ضروری ہے کہ متعلقہ متن اور عبارت کو فہم کے ساتھ پڑھ سکیں۔
3. متن کے فہم کے لیے طلبہ کو موقع دیں کہ وہ بچوں کے رسالے، میگزین، اخبار، لائبریری کی کتابوں اور درسی کتاب میں سے اپنی پسند کی کوئی نظم، کہانی، لطیفے، پہیلیاں اور اہم معلومات پڑھ سکیں۔
4. طلبہ سے متن کی فہم کے لیے اس سے متعلق سوالات ضرور پوچھیں۔
5. نظم، کہانی یا واقعہ پڑھ کر مختصر سوالات کے جوابات لکھنے میں طلبہ کی مناسب رہ نمائی کریں۔

دورانیہ: 35 منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، وغیرہ

تعارف: 5 منٹ

1. طلبہ سے پوچھیں:
   - کیا آپ کو کوئی نظم یاد ہے؟
   - نظم یاد ہونے کے صورت میں طالب علم/طالبہ سے نظم سُنیں۔ مثلاً:

سونے والو جاگو
جاگو سونے والو جاگو
وقت کے کھونے والو جاگو
پھول خوشی سے جُھوم رہے ہیں
پتوں کا منھ چُوم رہے ہیں
منھ دھو دھا کر ناشتہ کھاؤ
بستہ لے کر مدد سے جاؤ

2. اُستاد/اُستانی طلبہ سے نظم ترنم سے سُنیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. جدول میں دی گئی کہانی تختۂ تحریر پر لکھیں۔
2. اُستاد/اُستانی کہانی میں شامل مشکل الفاظ الگ کرکے اُن کے معانی بتائیں۔
3. طلبہ کے جوڑے بنائیں۔
4. طلبہ سے کہیں کہ پہلے ایک ساتھی کہانی پڑھے دوسرا غور سے سنے۔
5. پھر دوسرا ساتھی پڑھے اور پہلا سنے۔
6. اب طلبہ سے کہیں کہ انفرادی طور پر کہانی پڑھیں۔
7. استاد/استانی کہانی کو طلبہ کے ساتھ بلند آواز سے پڑھیں۔

ایک دفعہ کا ذکر ہے کہ ایک درزی اپنی دُکان میں بیٹھا کپڑے سی رہا تھا کہ وہاں ایک ہاتھی کا بچہ آگیا اور اچانک اونچا اونچا بولنے لگا۔ درزی نے اس کو ایک روٹی کا ٹکڑا دیا۔ وہ ہاتھی ہمیشہ درزی کی دوکان پر آتا تھا۔ ایک دن درزی نے روٹی کے بجائے سوئی چبھا دی۔ ہاتھی بھاگ گیا۔ اگلے دن ہاتھی پھر آگیا۔اس کی سونڈھ کیچڑ سے بھری ہوئی تھی اس نے اپنی سونڈھ سے کیچڑ درزی کے کپڑوں پر پھینک دیا۔ درزی کے سارے کپڑے خراب ہوگئے۔

سرگرمی نمبر ۲:

1. جدول میں دیے گئے سوالات تختۂ تحریر پر لکھیں۔
   - کہانی میں آپ کا پسندیدہ کردار کون سا تھا؟
   - کہانی میں آپ کا ناپسندیدہ کردار کون سا تھا؟
   - ہاتھی نے درزی کے ساتھ کیا سلوک کیا؟
2. طلبہ سے کہیں کہ سوالات کو اپنے کاپیوں پر لکھیں۔
3. طلبہ سے کہیں کہ جوڑے برقرار رکھ کر ان سوالات پر بات چیت کریں اور جوابات کاپیوں میں لکھیں۔
4. طلبہ کی مناسب رہ نمائی کریں۔
5. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ کسی بھی نظم، کہانی یا واقعہ کو پڑھ کر پسند کا اظہار کر سکیں گے اور اُن سے متعلق سوالات کے جوابات بھی لکھ سکیں گے۔

جائزہ/جانچ: 5منٹ

1. استاد/استانی مختلف جوڑوں سے دیے گئے سوالات کے جوابات پوچھیں۔
2. جوابات بتانے پر طلبہ کی حوصلہ افزائی کریں۔
3. اگر کوئی جوڑا جواب نہ دے سکے تو مناسب رہ نمائی کریں۔

مشق: 2منٹ

کسی اخبار، رسالے یا کہانیوں کی کتاب میں سے اپنی پسند کی کوئی کہانی/واقعہ منتخب کرکے اس پر تین سوالات، جوابات لکھ کر لائیں۔

مہینہ

3

سبق نمبر
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ہم آواز الفاظ کی درست نشان دہی کرنا

طلبہ کے حاصلاتِ تعلم

- ہم آواز الفاظ کی درست نشان دہی کر سکیں۔ جیسے: رات، بات

معلومات برائے اساتذہ

1. ہم آواز الفاظ وہ الفاظ ہوتے ہیں جن کے آخری حروف ایک جیسی آواز ادا کریں۔ جیسے: (شام –کام– نام،رات–بات–سات)
2. اُستاد/اُستانی ہم آواز الفاظ کی وضاحت کرے اور روزہ مرہ بول چال میں استعمال ہونے والے الفاظ کی مثالیں پیش کرے اور طلبہ کے ساتھ ہم آواز الفاظ کی مشق کو بار بار دہرائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن،ہم آواز الفاظ کے فلیش کارڈ و غیرہ

تعارف: 5منٹ

1. اُستاد/اُستانی چند ہم آواز الفاظ بلند آواز سے پڑھے۔
2. تختۂ تحریر پر چند ہم آواز الفاظ لکھیں اور طلبہ سے ان کے جوڑے بنانے کا کہیں۔
3. دمک –موٹے –چمک –چھوٹے (صفحہ نمبر ۴۴ سبق تارے)
4. ہم آواز الفاظ کی وضاحت کرتے ہوئے طلبہ کو بتائیں کہ آج ہم ''آوازالفاظ، کے بارے میں پڑھیں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے تین گروپ بنائیں۔
2. جدول میں دیے گئے الفاظ فلیش کارڈ پر لکھیں۔

فلیش کارڈ		
شان	جان	مان
سرد	درد	گرد
آج	کاج	راج

3. فلیش کارڈ کو تختۂ تحریر پر بے ترتیب چسپاں کریں۔
4. ہر گروپ سے چند طلبہ کو باری باری بلا کر فلیش کارڈ ترتیب سے لگانے کا کہیں۔ جیسے:
5. شان۔ جان۔ مان
6. طلبہ کو ہم آواز الفاظ بلند آواز سے پڑھنے کا کہیں۔
7. ہر گروپ کے طلبہ کو شرکت کا موقع دیں۔
8. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
9. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر2:

1. طلبہ کے تینوں گروپ برقرار رکھیں۔
2. جدول میں دیے گئے الفاظ تختۂ تحریر پر لکھیں۔

کالم الف	کالم ب
لفظ	ہم آواز لفظ
پیارا	زوال
تاج	سہارا
ساری	آج
کمال	سُست
چُست	پیاری

3. ہر گروپ کے طلبہ سے دو دو ہم آواز الفاظ کا میل ملانے کا کہیں۔
4. کام مکمل کرنے کے بعد طلبہ سے کہیں کہ وہ یہ الفاظ اپنی کاپیوں پر لکھیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ ہم آواز کی درست نشان دہی کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

- تختۂ تحریر پر درج ذیل الفاظ لکھیں:
- سچ - پھول - محنت

6. ہر گروپ میں سے کسی ایک طالب علم/طالبہ کو ایک لفظ کا ہم آواز لفظ بنانے کا کہیں۔
7. ہم آواز بنانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

تمام طلبہ گھر درسی کتاب کے صفحہ نمبر ۴۴ پر دی گئی نظم تارے سے کم از کم چھے ہم آواز الفاظ لکھ کر لائیں۔

سبق نمبر
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کلمہ اور مہمل میں فرق کرنا

طلبہ کے حاصلاتِ تعلم

- کلمہ اور مہمل میں فرق کر سکیں۔

معلومات برائے اساتذہ

1. انسان کے منہ سے بولتے وقت جو کچھ نکلتا ہے اُسے لفظ کہتے ہیں۔
2. لفظ کی دو اقسام ہیں: کلمہ اور مہمل
3. کلمہ: وہ الفاظ جن کے کچھ نہ کچھ معنی ہوں اور جن کا مطلب سننے والے کی سمجھ میں آئے۔ جیسے: روٹی، پانی وغیرہ
4. مہمل: وہ الفاظ جو عموماً بے معنی ہوں اور جن کے سننے سے کچھ معنی سمجھ میں نہ آئیں، جب تک انھیں کلمے کے ساتھ نہ ملائیں۔ مثلاً: روٹی ووٹی، پانی وانی، میں "ووٹی" اور "وانی" مہمل ہیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، تصاویر وغیرہ

تعارف: 5منٹ

1. عزیز طلبہ! ہم روزانہ بہت سے الفاظ بولتے یا سنتے ہیں۔ان میں سے بعض الفاظ بامعنی ہوتے ہیں اور بعض بے معنی۔جیسے: گپ شپ، سچ مچ وغیرہ
   - آپ ان الفاظ میں سے با معنی اور بے معنی الفاظ الگ کریں۔
   - طلبہ کو بتائیں کہ با معنی الفاظ کو کلمہ کہتے ہیں، جب کہ بے معنی الفاظ مہمل کہلاتے ہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. جدول میں دیے گئے الفاظ تختۂ تحریر پر لکھیں۔
2. طلبہ کو جدول میں درج مثالوں سے کلمہ اور مہمل کا فرق سمجھائیں۔

الفاظ	کلمہ	مہمل
میل جول	میل	جول
دانہ دنکا	دانہ	دنکا
جھوٹ موٹ	جھوٹ	موٹ

کھانا وانا	کھانا	وانا
سچ مچ	سچ	مچ
رونا دھونا	رونا	دھونا

3. طلبہ کو کلمہ اور مہمل الفاظ میں فرق کرنے کی خوب مشق کروائیں۔

سرگرمی نمبر2:

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جدول میں دیے گئے جملے تختۂ تحریر پر لکھیں۔
   - اسلم نے پانی پیا۔
   - سویرا کی گڑیا بھولی بھالی ہے۔
   - ثریا نے کپڑے دھوئے۔
   - بچا کھچا کھانا گندی جگہ پر نہ ڈالیں۔
3. جوڑوں سے کہیں کہ وہ ان جملوں کو اپنی کاپی پر لکھیں۔
4. جملے لکھنے کے بعد ساتھی کے مشورے سے جملوں میں کلمہ کو خط کشید کریں جب کہ مہمل کے گرد دائرہ لگائیں۔
5. جوڑوں کو سرگرمی مکمل کرنے کے لیے ۱۰منٹ کا وقت دیں۔
6. آخر میں طلبہ سے جملوں میں کلمہ اور مہمل بتانے کا کہیں۔
7. دُرست جواب پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ کلمہ اور مہمل میں فرق کر سکیں۔

جائزہ/جانچ: 5منٹ

1. چند طلبہ سے کہیں کہ جدول میں درج ذیل جملوں میں سے کلمہ اور مہمل الگ کر کے لکھیں۔
2. جملہ پڑھنے میں طلبہ کی رہ نمائی کریں۔

جملہ	کلمہ	مہمل
1۔ میں نے گول مٹول پہیوں والی موٹر دیکھی۔		
2۔ ہمیں کوڑا کرکٹ کوڑے دان میں ڈالنا چاہیے۔		

مشق: 2منٹ

طلبہ سے کہیں کہ وہ گھر سے کوئی سے تین ایسے جملے لکھ کر لائیں جن میں کلمہ اور مہمل کی نشان دہی کی گئی ہو اور اگلے دن اپنے ساتھیوں کو بتائیں۔

سبق نمبر
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ذخیرہ الفاظ کی املا لکھنا

طلبہ کے حاصلاتِ تعلم

- مخصوص ذخیرہ الفاظ کی زبانی املا لکھ سکیں۔

معلومات برائے اساتذہ

1. ذخیرہ الفاظ میں اضافے کے لئے املا بہت اہم ہے۔ اس طریقہ کار میں اُستاد/اُستانی زبانی الفاظ کو درست تلفظ کی ساتھ بولتا/بولتی ہے اور طلبہ ان الفاظ کو سُن کر اپنی کاپیوں پر لکھتے ہیں۔ اس کا مقصد طلبہ کی سننے کی صلاحیت کو استعمال کرتے ہوئے لفظ میں موجود آوازیں پہچان کر لکھنے کی مہارت کو بہتر بنانا ہے۔
2. اس مقصد کے حصول لیے آپ طلبہ کو روزانہ ایک نیا لفظ متعارف کروا سکتے ہیں اور دو ہفتے بعد ان الفاظ کی املا کروا سکتے ہیں/جملے میں استعمال کروا سکتے ہیں۔
3. درسی کتاب، اشتہارات، ہدایات، اخبارات، بچوں کے رسالے اور کہانیوں کی کتابوں کو بھی املا کے لیے منتخب کر سکتے ہیں۔
4. املا صرف الفاظ کی نہیں ہوتی بلکہ ایک جملے یا ایک چھوٹے پیراگراف/عبارت کی بھی ہو سکتی ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. طلبہ کو بتائیں کہ آج ہم درسی کتاب سبق "بانو کا طوطا" صفحات نمبر ۲۳ تا ۲۴ الفاظ کی املا کریں گے۔
2. املا کا جائزہ ہم جوڑوں میں لیں گے۔
3. جائزے کے بعد املا میں غلط لکھے ہوئے الفاظ کو درست کریں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ سے کہیں کہ وہ املا لکھنے کے لئے اپنی کاپی اور پنسل نکالیں۔
2. میں ایک لفظ بولوں گا/گی اور آپ توجہ سے سن کر لفظ اپنی کاپی پر لکھیں گے۔

الفاظ کی املا
خوب صورت گول پٹی چونچ آنکھیں خیال گھر دَم سیاہ
رونق رنگ جواب

3. تھوڑا وقفہ لیں اور طلبہ کو لکھنے کا موقع دیں۔
4. اس بات کی تسلی ہو جائے کہ تمام طلبہ لکھ چکے ہیں تو دوسرا لفظ بولیں۔
5. تمام الفاظ کی املا لکھنے کے بعد اُستاد/اُستانی وہی الفاظ دوبارہ بولیں۔ اور طلبہ سے کہیں کہ اپنے کام کا جائزہ لیں کہ تمام الفاظ لکھ لیے ہیں۔

سرگرمی نمبر2:

1. طلبہ کے جوڑے بنائیں اور اِن سے کہیں کہ ایک دوسرے سے اپنی کاپی تبدیل کریں۔
2. املا کا چارٹ لگا دیں اور طلبہ سے کہیں کہ اپنے ساتھی کے کام کا جائزہ لیں۔ اگر لفظ درست ہے تو درست پر ✓ کا لگا دیں اور اگر غلط ہے تو اس کو خط کشید (-) کر دیں۔
3. اب طلبہ سے کہیں کہ کاپی میں اپنے ساتھی کے دیے ہوئے فیڈ بیک کو دیکھیں اور بتائیں کہ انھوں نے کتنے الفاظ درست اور کتنے غلط لکھے ہیں۔
4. طلبہ کو اغلاط کی صورت میں اُن کی درستی کے لیے کہیں اور اگر کوئی لفظ رہ گیا ہے تو وہ بھی لکھوا دیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ اِن سرگرمیوں کی مدد سے الفاظ سن کر درست املا لکھنے کے قابل ہوگئے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے درج ذیل جملہ املا کے طور پر لکھوائیں۔
   - طوطے میاں کے دَم سے گھر میں رونق ہے۔
2. طلبہ سے کہیں کہ درسی کتاب سے جملے پڑھ کر اپنے کام کا از خود جائزہ لیں۔
3. طلبہ کو جملہ دُرست لکھنے کے لیے ۲ منٹ کا وقت دیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ وہ گھر سے درسی کتاب کا سبق "سمجھ دار بچّہ" صفحات نمبر۳۰ تا ۳۲ کے الفاظ لکھنے کی مشق کر کے آئیں تاکہ املا دُرست لکھ سکیں۔

نوٹس

سبق نمبر
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ماحول سے متعلق کسی موضوع پر سات جملے لکھنا

طلبہ کے حاصلاتِ تعلم

- ماحول سے متعلق کسی موضوع پر خود سے سات جملے لکھ سکیں۔

معلومات برائے اساتذہ

1. ہمارے اِردگرد جو کچھ موجود ہے، ماحول کہلاتا ہے۔طلبہ کے ساتھ ماحول میں موجود مختلف چیزوں کے بارے میں بات چیت کریں۔ جیسے
   - ہوا، پانی، زمین نباتات، عمارات، قدرتی مناظر، تفریحی مقامات وغیرہ سب ہمارے ماحول کا حصّہ ہیں۔
2. طلبہ اپنے ماحول کے بارے میں بات چیت کرتے ہوئے اپنے تجربات اور مشاہدات کو بھی شامل کرتے ہیں اور گفت گو میں حصہ لیتے ہوئے پر اعتماد محسوس کرتے ہیں۔ اس لیے طلبہ کو قدرتی ماحول کے حوالے سے مختلف موضوعات پر لکھنے کا موقع ضرور دیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ۔

تعارف: 5منٹ

1. طلبہ سے کمرا جماعت اور اسکول کے اند موجود چیزوں کے بارے میں پوچھیں۔
2. طلبہ کو بتائیں کہ کمرا جماعت اور اسکول میں موجود تمام چیزیں ہمارے ماحول کا حصّہ ہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں۔
2. پہلے گروپ کو اپنی پسندیدہ کسی بھی عمارت کے بارے میں سات جملے لکھنے کا کہیں۔
3. دوسرے گروپ کو کمرا جماعت کے بارے میں سات جملے لکھنے کا کہیں۔
4. جملے لکھنے کے لیے اپنے گروپ کا لیڈر منتخب کریں۔
5. گروپ کے تمام ارکان جملے لکھنے میں گروپ لیڈر گروپ کی مدد کریں تاکہ بروقت کام مکمل کر سکیں۔

سرگرمی نمبر:2

1. گروپوں کو برقرار رکھیں۔
2. دونوں گروپ اپنے اپنے کام کا ایک دوسرے کے ساتھ تبادلہ کریں۔

3. گروپ ایک دوسرے کے کام کا بہ غور جائزہ لیں اور اصلاح کے پہلوؤں کی نشان دہی کریں۔
4. اُستاد/اُستانی مناسب رہ نمائی اور درستی کریں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے نتیجے میں طلبہ ماحول سے متعلق تفویض خود سے سات جملے لکھ سکیں گے۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہیں کہ میرا گھر کے موضوع پر ۴ جملے لکھیں۔
2. طلبہ کو انفرادی طور پر جملے لکھنے کے لیے ۴ منٹ کا وقت دیں۔
3. آخر میں دو یا تین طلبہ سے جملے سُنانے کا کہیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر سے درسی کتاب کے صفحہ نمبر ۵۰ پر دی گئی سرگرمی کچھ نیا لکھیں مکمل کر کے لائیں۔

نوٹس

سبق نمبر
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حُرُوفِ جار (میں 'سے' کو 'پر' تک وغیرہ) کو پہچان کر ان کا صحیح استعمال کرنا

طلبہ کے حاصلاتِ تعلم

- حُرُوفِ جار (میں 'سے' کو 'پر' تک وغیرہ) کو پہچان کر ان کا صحیح استعمال کر سکیں۔

معلومات برائے اساتذہ

1. حُرُوفِ جار وہ حروف ہوتے ہیں جو اکیلے کچھ معنی نہیں دیتے لیکن ایک لفظ کا دوسرے لفظ کے ساتھ تعلق جوڑتے ہیں۔
2. حُرُوفِ جار: وہ حروف ہوتے ہیں جو اسم اور فعل کو آپس میں ملاتے ہیں۔
3. چند حروف ومشہور حروف جار درج ذیل ہیں۔
4. اندر، باہر، آگے، پیچھے، نزدیک، میں، سے، کو، پر، تک وغیرہ

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ۔

تعارف: 5منٹ

1. تختۂ تحریر پر درج ذیل جملے لکھیں۔
   - کبوتر شاخ پر بیٹھا ہے۔
   - کُرسیاں کمرے میں ہیں۔
2. طلبہ سے پوچھیں کہ درج بالا جملوں میں "پر" اور میں کون سے حُرُوفِ ہیں؟
3. اگر طلبہ جواب نہ دے سکیں تو انھیں بتائیں کہ یہ حروف، حُرُوفِ جار کہلاتے ہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. دیے گئے جملے تختۂ تحریر پر لکھیں۔
   - اُستاد/اُستانی نے طیّب۔۔۔۔۔۔۔۔۔۔ سمجھایا۔
   - کمرے۔۔۔۔۔۔۔۔۔۔ اندھیرا ہے
   - کتاب میز۔۔۔۔۔۔۔۔۔۔ ہے۔
   - شام۔۔۔۔۔ کھیلوں پھر گھر آنا۔
   - بازار۔۔۔۔۔۔۔۔ تازہ پھل لانا۔

2. طلبہ سے کہیں کہ یہ جملے اپنی کاپی میں لکھیں اوردیے گئے جملوں میں درست حرف جار لگا کر طلبہ سے جملے مکمل کریں۔
3. حروف جار۔میں، سے، کو، پر، تک
4. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
5. آخر میں چند طلبہ سے مکمل جملے پوچھیں۔

سرگرمی نمبر2

1. تختۂ تحریر پر دیے گئے جملے لکھیں۔
   - پرندے ہوا۔۔۔۔۔۔۔۔۔۔ اُڑ رہے ہیں۔
   - تتلی گھاس۔۔۔۔۔۔۔۔۔۔ بیٹھی ہے۔
   - بازار۔۔۔۔۔۔۔۔ سبزی لاؤ۔
   - اسلام آباد سے پشاور۔۔۔۔۔۔۔۔ موٹروے ایم۔ون کہلاتی ہے۔
   - مالی نے پودوں۔۔۔۔۔۔۔۔۔۔ پانی دیا۔
2. طلبہ سے کہیں کہ درست حُرُوفِ جار لگا کر جملے مکمل کریں۔
3. طلبہ سے خالی جگہوں میں درست حرف جار لگوائیں۔
4. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے ۱۰ منٹ میں مکمل کروائیں۔
5. دُرست حُرُوفِ جار لگانے کے بعد یہ جملے طلبہ سے ان کی کاپیوں پر لکھوائیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ حروف جار(میں، سے، کو، پر، تک وغیرہ کو پہچان کر صحیح استعمال کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہیں کہ وہ درج ذیل حُرُوفِ جار جملوں میں استعمال کریں۔
   - سے
   - کو
   - تک

مشق: 2منٹ

1. طلبہ گھر سے درج ذیل حُرُوفِ جار جملوں میں استعمال کر کے کاپیوں پر لکھ کر لائیں۔
   - میں
   - سے
   - کو
   - پر
   - تک

سبق نمبر
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اپنا مافی الضمیر سامعین کے سامنے پیش کرنا

طلبہ کے حاصلاتِ تعلم

- کسی دیے ہوئے موضوع پر اپنا مافی الضمیر پانچ سے سات جملوں میں سامعین کے سامنے پیش کر سکیں۔

معلومات برائے اساتذہ

1. اُردو زبان کا استعمال کرتے ہوئے روزمرہ بول چال میں اپنا مافی الضمیر ربط، ترتیب، لہجے اور روانی کے لحاظ سے ادا کرنا۔
2. مافی الضمیر کا مطلب دل کی بات، ذاتی سوچ، خیال یا رائے کے ہیں۔
3. اپنی یادداشت میں موجود نظم یا نثر میں اظہار خیال کرنا۔
4. طلبہ میں خود اعتمادی پیدا کریں تا کہ وہ دوسروں کے سامنے مافی الضمیر بیان کر سکیں۔
5. اس سے طلبہ کی جھجک کے دور ہوتی ہیں اور اعتماد میں اضافہ ہوتا ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ۔

تعارف: 5منٹ

1. طلبہ کو دیئے گئے اشعار سنائیں۔

خبر دن کے آنے کی میں لا رہی ہوں
اجالا زمانہ میں پھیلا رہی ہوں
بہار اپنی مشرق سے دکھلا رہی ہوں
اُٹھو سونے والو کہ میں آرہی ہوں

2. طلبہ سے پوچھیں کہ یہ اشعار کس بارے میں کہے گئے ہیں؟

عزیز طلبہ ! جب ہم کسی سے بات چیت کر رہے ہوں تو اندازِ بیان واضح ہونا چاہیے کہ سننے والے کو ہماری بات کی سمجھ آجائے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں۔
2. تختۂ تحریر پر درج ذیل عنوانات لکھیں۔
3. دونوں کے گروپوں کو ایک ایک موضوع تفویض کریں۔

4. ہر گروپ اپنے تفویض کردہ موضوع پر پانچ سے سات جملوں میں اپنے خیالات لکھیں۔
5. کام کی تکمیل کے لیے گروپوں کو ۱۰ منٹ کا وقت دیں۔
6. کام کی تکمیل میں طلبہ کی مناسب رہ نمائی کریں۔

سرگرمی نمبر2:

1. گروپوں کو برقرار رکھیں۔
2. گروپ لیڈر بنائیں۔
3. گروپ لیڈر سرگرمی نمبر 1 میں تکمیل شدہ کام کو جماعت کے سامنے پیش کریں۔
4. بہترین پیشکش پر گروپوں کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے بعد طلبہ دیے گئے موضوع پر اعتماد کے ساتھ اپنے خیالات کا اظہار کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. کمرا جماعت میں موجود کسی ایک چیز کی طرف اشارہ کریں اور طلبہ سے کہیں کہ اس چیز کے بارے میں کم از کم چار جملے بولیں۔ جیسے: پنکھا، کتاب وغیرہ
2. چار یا پانچ طلبہ کو خیالات کے اظہار کرنے کا موقع دیں۔
3. بار بار مشق کروانے سے جملوں میں ترتیب، ربط اور ادائی بہتر ہو گی اور طلبہ کے اعتماد میں اضافہ ہو گا۔

مشق: 2منٹ

گھر میں موجود کسی پسندیدہ چیز کے بارے میں پانچ جملے یاد کر کے آئیں۔ اور جماعت میں سنائیں۔

نوٹس

مهینہ

4

سبق نمبر
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تصویری معلومات

طلبہ کے حاصلاتِ تعلم

- تصویر دیکھ کر اشیا کے نام لکھ سکیں۔

معلومات برائے اساتذہ

1. ابتدائی جماعتوں میں طلبہ کے لیے خود سے تخلیقی لکھائی لکھنا مشکل ہوتا ہے۔ اس لیے شروع میں اشارات اور تصاویر کی مدد سے اشیا کے نام اور ان کے بارے لکھوانے کی مشق کروائی جائیں۔
2. تصاویر منتخب کرتے ہوئے اس بات کا خیال رکھیں کہ تصاویر با مقصد اور طلبہ کے ذوق کے مطابق ہو۔ مثلاً: تہوار کسی، تاریخی مقام، تاریخی شخصیت، کسی ماحول (گاؤں، شہر) کی تصاویر وغیرہ۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ۔

تعارف: 5منٹ

1. کمرا جماعت میں موجود کسی بھی تصویر کی طرف طلبہ کی توجہ دلائیں۔
2. طلبہ سے تصاویر میں موجود چیزوں کے نام پوچھیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. جوڑوں سے کہیں کہ وہ درسی کتاب کا صفحہ نمبر ۵۹ کھولیں۔
3. گروپ سے کہیں کہ تصویر میں موجود چیزوں کے نام کاپیوں پر لکھیں۔
4. اُستاد/اُستانی گروپوں کی مناسب رہ نمائی کریں۔
5. آخر میں جوڑے تصویر میں موجود چیزوں کے نام ایک دوسرے کو بتائیں۔

سرگرمی نمبر2

1. طلبہ کے جوڑے بر قرار رکھیں۔
2. درسی کتاب کے صفحہ نمبر ۵۶ پر موجود تصاویر منتخب کریں۔
3. جوڑوں سے تصاویر میں موجود چیزوں کے نام لکھوائیں۔

4. جوڑوں کو پسندیدہ تصویر کے گرد دائرہ لگانے کا کہیں۔
5. ہر جوڑا اپنی پسندیدہ تصویر/چیز کے بارے میں ایک ایک جملہ لکھے۔

نتیجہ/خلاصہ: 3منٹ

طلبہ اس قابل ہوگئے ہیں کہ کسی تصویر کا بہ غور جائزہ لے کر اُس میں موجود چیزوں کے نام لکھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کتاب کا صفحہ نمبر ۴۹ کُھلوائیں۔
2. طلبہ سے تصویر میں موجود چیزوں کے نام پوچھیں اور کاپی پر لکھوائیں۔
3. تصاویر میں موجود اشیا کے نام دُرست بتانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

اپنے پسندیدہ پھل، سبزی، جانور اور شخصیت کی تصویر لگا کر البم بنائیں اور ان کے نیچے ان کے نام لکھیں۔

نوٹس

سبق نمبر
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پہیلیاں، لطیفے اور اشعار سنانا

طلبہ کے حاصلاتِ تعلم

- پہیلیاں، لطیفے اور اشعار سنا سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو وقتاً فوقتاً سادہ عبارت، مصرے، اشعار، لطیفے اور پہیلیاں سنا کر، ایک دوسرے کو سنانے کی طرف مائل کریں۔
2. پہیلیوں سے ذہنی ورزش ہوتی ہیں۔ان سے طلبہ میں سوچنے کی صلاحیت پیدا ہوتی ہے۔ پہیلی بوجھ کر بچہ استحسانی کیفیت سے دو چار ہوتا ہے۔ طلبہ لطائف اور اشعار میں دل چسپی لیتے ہیں۔
3. طلبہ کی مابین اشعار، لطائف/پہیلیوں کا مقابلہ کروائیں۔ اچھی کارکردگی دکھانے والے طلبہ کی حوصلہ افزائی کریں۔

دورانیہ: 105منٹ/تین پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ۔

تعارف: 5منٹ

1. بچوں کو پہیلی سنائیں۔
   - ایک جانور اصلی جس کی ہڈی نہ پسلی (ممکنہ جواب: جونک)
2. طلبہ کو پہیلی بوجھنے کا موقع دیں۔
3. چند طلبہ کو جماعت کے سامنے آکر جواب دینے کا کہیں۔
4. دُرست جواب پر طلبہ کی حوصلہ افزائی کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں
2. تختۂ تحریر پر جدول میں دی گئی پہیلیاں لکھیں۔

■ دور پہاڑوں پر سے آئے گھر میں آکر گھل مل جائے	(جواب: نمک)
■ چلتی جائے ایک کہانی سو برس تک ہو نہ پرانی	جواب: (صدی)
■ سب کو دیکھے اور پہچانے کون ہے جو نہ اس کو جانے	جواب(انکھ)
■ ہو اگر ایک تو ہے بے کار سب کو ہیں دونوں درکار	جواب: (جوتا- جراب)
■ ایک گز کا طول کبھی کلی کبھی پھول	جواب:(چھتری)

3. طلبہ کو پہیلیوں پر سوچنے کا موقع دیں۔
4. ہر گروپ سے چند طلبہ کو پہیلیاں بوجھنے کے لیے بلائیں۔
5. طلبہ کو پہیلیوں میں موجود داشاروں کے مدد لینے کا کہیں۔
6. دُرست جواب پر طلبہ کی حوصلہ افزائی کریں۔

دوسرا پیریڈ:

- عزیز طلبہ کل ہم نے پہیلیاں بوجھنے کی سرگرمی کی تھی آج ہم لطائف سنیں گے۔

سرگرمی نمبر2

1. طلبہ کے جوڑے بنائیں
2. طلبہ کو کوئی لطیفہ سنائیں۔
3. طلبہ جوڑوں میں ایک دوسرے کو لطیفے سنائیں۔
4. طلبہ کی نگرانی کریں۔
5. چند طلبہ کو جماعت کے سامنے آکر لطیفے سنانے کا کہیں۔
6. تلفظ/جملے کی اغلاط کی اصلاح کریں
7. ہر لطیفے کے اختتام پر طلبہ کے لیے تالیاں بجوائیں۔
8. تیسرا پیریڈ پیارے طلبہ ! آج ہم ایک دوسرے اشعار سنائیں گے۔

سرگرمی نمبر3:

1. طلبہ کے جوڑے برقرار رکھیں۔
2. طلبہ سے درسی کتاب میں سے اپنی پسند کی نظم ایک دوسرے کو سنانے کا کہیں۔ اُستاد/اُستانی نگرانی کریں۔
3. چند طلبہ کو جماعت کے سامنے آکر نظم سنانے کا کہیں۔
4. تلفظ/ترنم کے حوالے سے اغلاط کی اصلاح کریں۔
5. درست پیش کش پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

1. طلبہ پہیلیاں بوجھنے کے قابل ہو گئے ہیں۔
2. طلبہ لطائف سنانے کی اہلیت رکھتے ہیں۔
3. طلبہ اشعار درست تلّفظ اور ترنم سے پڑھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. چند طلبہ کو جماعت کے سامنے اپنا پسندیدہ لطیفہ/پہیلی/شعر سنانے کا کہیں۔
2. دُرست پیش کش پر طلبہ کی حوصلہ افزائی کریں

مشق: 2منٹ

طلبہ گھر میں کسی سے کوئی لطیفہ، پہیلی اور شعر سُن کر اگلے دن اپنے ساتھیوں کو سنائیں۔

سبق نمبر
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سادہ نظم پارے اور نثر پارے میں امتیاز کرنا اور سمجھ کر درست تلفظ سے پڑھنا

طلبہ کے حاصلاتِ تعلم

- سادہ نظم پارے اور نثر پارے میں امتیاز کر سکیں۔
- نظم پارے اور نثر پارے میں امتیاز کر کے اور سمجھ کر پڑھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو بچوں کے اخبارات اور رسائل سے نظمیں اور کہانیاں پڑھنے کی ترغیب دیں۔
2. طلبہ کو روزانہ ایک لفظ سکھائیں۔ اس کے درست تلفظ اور مفہوم سے آگاہ کریں۔
3. طلبہ کو نظم و نثر میں فرق بتائیں۔ نظم سے مراد شاعری ہے۔ جو خاص وزن اور بحر رکھتی ہے جیسے: ”رب کا شکر ادا کر بھائی، جس نے ہماری گائے بنائی“ نثر عام عبارت ہوتی ہیں۔ جیسے: ”چھٹی کی گھنٹی بجی اچاند نے اپنا بستہ اُٹھایا اور اسکول گیٹ کی طرف بڑھا“۔
4. طلبہ کو نظم و نثر کی ادائی کا انداز بتائیں اور انھیں نظم کو ترنم سے پڑھنے کی طرف راغب کریں۔

دورانیہ: 35 منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ۔

تعارف: 5 منٹ

1. طلبہ سے پوچھیں کہ انھیں کوئی نظم زبانی یاد ہے؟
2. دو/تین طلبہ کو بلا کر انھیں جماعت کے سامنے سے نظم سُنانے کا کہیں۔

تصور کی پختگی: 20 منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں
2. جدول میں دی گئی نظم تختۂ تحریر پر لکھیں۔
3. طلبہ کے سامنے نظم خوانی کریں۔
4. طلبہ کو جوڑوں میں نظم پڑھنے کا کہیں۔
5. چند طلبہ کو جماعت کے سامنے نظم پڑھنے کا کہیں اور ان سے سوالات پوچھیں۔
   - کس موسم میں دن چھوٹے اور راتیں لمبی ہوتی ہیں؟
   - سرد ہوائیں کن پر طاری ہوتی ہیں؟

جاڑا

لو جاڑے کا موسم آیا
اس نے سب پر رنگ جمایا
پودوں پر ہریالی چھائی
کھیتوں میں سرسوں لہرائی
چھوٹا دن اور راتیں بھاری
سرد ہوائیں جن پر طاری

(بنتِ زینب)

6. جہاں ضروری ہو تلفظ، لَے، اور ترنم کے حوالے سے اصلاح کریں۔
7. دُرست پڑھنے والے طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر2

1. جوڑے بر قرار رکھیں۔
2. جدول میں دی گئی تختۂ تحریر پر لکھیں۔

> لاہور
>
> لاہور پنجاب کا دارالحکومت ہے۔یہ پاکستان کا دوسرا بڑا شہر ہے۔ پاکستان کا سب سے بڑا چڑیا گھر لاہور میں ہے۔ لاہور میں بادشاہی مسجد، مینار پاکستان اور شالیمار باغ بھی ہے۔ یہ بہت خوبصورت شہر ہے۔

3. طلبہ کو نثری عبارت پڑھائیں۔
4. طلبہ کو گروپوں میں عبارت پڑھنے کا کہیں۔
5. ہر گروپ سے چند طلبہ کو جماعت کے سامنے آکر عبارت پڑھنے کا کہیں۔اور ان سے سوالات پوچھیں۔
   - پاکستان کا سب سے بڑا چڑیا گھر کون سا ہے؟
   - شالیمار باغ کس شہر میں ہے؟
6. دُرست عبارت پڑھنے والے طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

1. طلبہ نظم پارے/نثر پارے کو درست تلفظ سے سمجھ کر پڑھنے کے قابل ہو گئے ہیں۔
2. طلبہ نظم اور نثر میں امتیاز کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. دو/تین طلبہ کو درج بالا نظم سنانے کا کہیں۔
2. دُرست تلفظ اور ادائی پر طلبہ کی حوصلہ افزائی کریں۔
3. دو طلبہ کو درجہ بالا نثر پارہ جماعت کے سامنے پڑھنے کا کہیں۔
4. چند طلبہ سے نظم اور نثر کے بارے میں سوالات پوچھیں۔
   - آپ کو نظم اور نثر میں سے کیا پڑھنا ہے؟
   - طلبہ سے نظم پارے اور نثر پارے کی نشان دہی کروائیں۔
   - پاکستان کے دوسرے بڑے شہر کا نام کیا ہے؟
5. طلبہ اپنی سمجھ کے مطابق جواب دیں گے۔
6. استاد/اُستانی ان کی اصلاح کریں گے۔

مشق: 2منٹ

1. طلبہ کو درسی کتاب کے صفحہ ۷۴ پر موجود "نظم میرا پیارا وطن" پڑھنے کا کہیں۔
2. طلبہ کو درسی کتاب کے صفحہ ۳۶پر موجود نثر پارہ "چڑیا اور چوہا" پڑھنے کا کہیں۔

سبق نمبر
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جملے میں فاعل، فعل اور مفعول کی پہچان کرنا

طلبہ کے حاصلاتِ تعلم

- جملے میں فاعل، فعل اور مفعول کی پہچان کر سکیں۔

معلومات برائے اساتذہ

1. عام طور پر جملے کے تین حصے ہوتے ہیں:
   1) فاعل 2) فعل 3) مفعول
2. فاعل: ہر جملے میں موجود فعل کو انجام دینے والا فاعل کہلاتا ہے۔ جیسے: طاہرہ کتاب پڑھتی ہے۔ اس جملے میں 'طاہرہ' فاعل ہے
3. فعل:وہ کلمہ جس سے کسی کام کا کرنا یا ہونا ظاہر ہو اُسے فعل کہتے ہیں۔جیسے: ریاض کرکٹ کھیلتا ہے، اس جملے میں 'کھیلتا' فعل ہے۔
4. مفعول: ایسا لفظ جس پر کسی کام کا اثر پڑ رہا ہو یا جس پر کام واقع ہوا ہو اسے مفعول کہتے ہیں۔ جیسے: حارث نے کھانا کھایا۔ اس جملے میں 'کھانا' مفعول ہے۔
5. فاعل ہمیشہ پہلے جب کہ مفعول اور فعل بعد میں آتے ہیں۔
6. طلبہ سے وقتاً فوقتاً جملوں میں فاعل، فعل اور مفعول کی پہچان کرواتے رہیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ۔

تعارف: 5منٹ

1. طلبہ سے درج ذیل سوالات پوچھیں:
   - رابعہ تم کیا کر رہی ہو؟ میں خط لکھ رہی ہوں۔
   - عمر تم کیا کر رہے ہو؟ میں سبق پڑھ رہا ہوں۔
2. اب طلبہ کو بتائیں کہ ان جملوں میں 'رابعہ' اور 'عمر' فاعل ہیں، 'لکھنا' اور 'پڑھنا' فعل، جب کہ خط اور سبق مفعول ہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. دیے گئے جملے تختۂ تحریر پر لکھیں۔

جملہ	فاعل	فعل	مفعول
راشد نے پانی پیا۔			
رانی نے سبق یاد کیا۔			
ماہرہ نظم سناتی ہے۔			
اکبر کرکٹ کھیلتا ہے۔			
سمیرہ کہانی پڑھے گی۔			
رمیز کراچی جائے گا۔			

3. جوڑوں سے کہیں کہ وہ ان جملوں میں فاعل، فعل اور مفعول کی نشان دہی کریں۔
4. مختلف جوڑوں کو موقع دیں کہیں کہ وہ ان جملوں میں فاعل، فعل اور مفعول کو تلاش کر کے تختہ تحریر پر لکھیں۔
5. طلبہ سے یہ سرگرمی مکمل ۱۰ منٹ میں مکمل کروائیں۔

سرگرمی نمبر2

1. طلبہ کے جوڑے برقرار رکھیں۔
2. ایک جوڑے سے کہیں کہ وہ فاعل سے متعلق کوئی جملہ بولیں۔
3. دوسرے جوڑے فعل سے متعلق کوئی جملہ بولنے کا کہیں۔
4. تیسرے جوڑے سے مفعول سے متعلق کوئی جملہ بولنے کا کہیں۔
5. اُستاد/اُستانی طلبہ کے بتائے گئے جملے تختہ تحریر پر لکھے۔
6. طلبہ کو جملوں میں فاعل، فعل اور مفعول کی پہچان کی خوب مشق کروائیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ کسی بھی جملے میں فاعل، فعل اور مفعول کی نشان دہی کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہیں کہ وہ دیے گئے جملوں میں سے فاعل، فعل اور مفعول الگ کر کے لکھیں۔
   - اُستانی نے بچی کو سبق پڑھایا۔
   - نازیہ نے چڑیا کو دانہ کھلایا۔
   - اُستاد نے ہمیں چڑیا گھر کی سیر کروائی۔

فاعل	فعل	مفعول

2. چند طلبہ سے جملے میں فاعل، فعل اور مفعول کی نشان دہی کروائیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر سے درسی کتاب سے کوئی سے تین جملے لکھ کر لائیں اور میں فاعل، فعل اور مفعول کی نشان دہی کریں۔

سبق نمبر
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اپنے گھر کا پتا لکھنا

طلبہ کے حاصلاتِ تعلم

- اپنے گھر کا پتا لکھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ سے وقتاً فوقتاً ان کے گلی اور محلے کا نام پوچھتے رہیں تاکہ وہ اپنے علاقے واقف ہو سکیں۔
2. طلبہ سے اسکول کے علاقے / سڑک کا نام پوچھیں۔
3. طلبہ سے وقتاً فوقتاً ایک دوسرے کو اپنے اپنے گھر کا پتا سمجھانے کی مشق کروائیں
4. طلبہ کو سکول آتے جاتے مختلف جگہوں کی پہچان کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، رنگین کارڈ، سادہ لفافے و غیرہ۔

تعارف: 5منٹ

1. اُستاد/اُستانی تختۂ تحریر پر نمونے کے مطابق اپنا نام اور گھر کا پتا لکھے۔
   - عدیل احمد مکان نمبر:104 جناح آباد تحصیل و ضلع ٹانک
2. اُستاد/اُستانی چند طلبہ سے ان کے نام اور گھر کا پتا پوچھیں؟

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ وہ اپنی کاپیوں پر اپنا نام اور پتانمونے کے مطابق لکھیں۔
3. اُستاد/اُستانی طلبہ کی نگرانی کرے۔
4. طلبہ پتا لکھنے میں ایک دوسرے کی مدد کریں۔
5. چند طلبہ کو جماعت کے سامنے آکر اپنا پتا سُنانے کا کہیں۔
6. دُرست پیش کش پر طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر2

1. طلبہ کے جوڑے بر قرار رکھیں۔
2. دو جوڑوں میں ایک ایک لفافہ دیں/یا چارٹ دے کر اور لفافے بنوائیں۔
3. ہر جوڑا مشورے سے کسی ایک طالب علم/طالبہ کا نام اور گھر کا پتا لفافے پر لکھے۔
4. دوران سرگرمی طلبہ کی مناسب رہ نمائی کریں۔
5. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ اپنے والد کا نام محلہ، گاؤں/ٹاؤن/تحصیل، ضلع کا نام لکھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. اُستاد/اُستانی طلبہ میں کارڈ تقسیم کریں۔
2. طلبہ کو اپنا نام اور پتا لکھنے کا کہیں۔
3. طلبہ اپنے کئے گئے کام کو کمرا جماعت کی دیواروں پر آویزاں کریں۔

مشق: 2منٹ

تمام طلبہ اپنے والد، بڑے بھائی یا کسی دوسرے فرد کی مدد سے اپنا نام اور اپنے گھر کا پتا اپنی اپنی کاپیوں پر لکھ کر لائیں اور کمرا جماعت میں ایک دوسرے کو دکھائیں۔

نوٹس

سبق نمبر
40

تقریر میں جملوں کی ادائی۔ تلفظ، روانی اور لب ولہجے کا خیال رکھنا

طلبہ کے حاصلات تعلم

- طلبہ تقریر میں جملوں کی ادائی، تلفظ، روانی اور لب ولہجے کا خیال رکھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو تقریر کے مفہوم سے آگاہ کریں۔ انھیں بتائیں کہ تقریر دراصل بولنے کے فن میں مہارت کو کہا جاتا ہے
2. طلبہ کو کسی اچھے مقرر کی تقریر سنا کر مناسب رہ نمائی کریں۔
3. طلبہ کے درمیان وقتاً فوقتاً تقریری مقابلے کروائیں۔
4. بحث ومباحثے کے ذریعے سے بھی طلبہ میں روانی اور دروست لب ولہجہ فروغ پاتا ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، تصاویر و غیرہ۔

تعارف: 5منٹ

1. کسی ایک طالب علم/طالبہ سے "میرا وطن" کے موضوع پر ایک منٹ تک بولنے کا کہیں۔
2. طلبہ کی جھجک دور کریں۔
3. خود بھی عملی نمونہ پیش کریں۔
4. درست تلفظ ولہجے اور روانی پر طالب علم/طالبہ کی حوصلہ افزائی کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. گروپ 'الف' کو "ٹیلی وژن کے فوائد" اور گروپ ب کو "ٹیلی ویژ ن کے نقصانات" پر تقریر لکھنے کا کہیں۔
3. موضوع سے متعلق تجربات اور شواہد اکھٹے کرنے کے لئے اُستاد/اُستانی کا گروپ میں بیٹھنا ضروری ہے

سرگرمی نمبر2

1. ہر گروپ میں سے ایک ایک طالب علم/طالبہ جماعت کے سامنے آکر تقریر کرے
2. پہلے گروپ 'الف' کو تقریر کا موقع دیں، پھر گروپ 'ب' کو موقع دیں

3. ہر طالب علم/طالبہ کو تقریر کے لیے تین سے چار منٹ کا وقت دیں۔
4. جملوں کی ادائی، تلفظ، روانی ور لب لہجے پر توجہ دیں اور طلبہ کی مناسب رہ نمائی کریں۔
5. اچھی تقریر کرنے پر طلبہ کی حوصلہ افزائی کریں

نتیجہ/خلاصہ: 3منٹ

1. درج بالا سرگرمیوں کی تکمیل کے بعد:
   - طلبہ تقریر میں جملوں کی ادائی، تلفظ، رروانی اور لب ولہجے کا خیال رکھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. گروپ 'الف' کے کسی طالب علم/طالبہ کو گروپ 'ب' کو تفویض کر دہ موضوع "ٹیلی ویژن کے نقصانات" پر ایک منٹ کی تقریر کرنے کا کہیں۔
2. اس طرح گروپ 'ب' کے کسی ایک طالب علم/طالبہ کو گروپ 'الف' کو تفویض کردوہ موضوع "ٹیلی ویژن کے فوائد" پر ایک منٹ کی تقریر کرنے کا کہیں۔
3. تقاریر کے اختتام پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

تمام طلبہ "میری پسندیدہ کتاب" پر تقریر تیار کریں اور اپنے دوست/سہیلی کو سنائیں۔

نوٹس

سبق نمبر
41

کسی تصویر، منظر کو دیکھ کر اس کی کسی مخصوص سرگرمی یا خصوصیت پر ردعمل کا اظہار کرنا

طلبہ کے حاصلاتِ تعلم

- کسی تصویر، منظر کو دیکھ کر اس کی کسی مخصوص سرگرمی یا خصوصیت پر ردّعمل کا اظہار کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو وقتاً فوقتاً مختلف تصاویر دکھا کر ان کے بارے میں سوالات پوچھیں تا کہ ان کی قوت مشاہدہ بہتر ہو سکے۔
2. طلبہ کو دیے گئے سوالات کی مدد سے کسی بھی منظر کو بیان کرنے میں مدد دیں۔
3. طلبہ سے ایسی سرگرمیاں کروائیں کہ وہ بعض چیزوں کی خصوصیت کو اپنے الفاظ میں بیان کر سکیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، تصاویر وغیرہ

تعارف: 5منٹ

1. طلبہ سے کہیں کہ وہ کمرا جماعت میں موجود اشیا کی فہرست بنائیں۔
2. کمرا جماعت میں موجود دو اشیا کی خصوصیت کے بارے میں پوچھیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. طلبہ کو درسی کتاب کے صفحہ 87 پر تصویر دکھائیں۔
3. طلبہ کو دیئے گئے سوالات کی روشنی میں تصویر کا مشاہدہ کروائیں۔
   - یہ تصویر کس جگہ کی ہے؟
   - تصویر میں کتنے لوگ نظر آرہے ہیں؟
   - تصویر دیکھ کر آپ کیسا محسوس کر رہے ہیں؟
   - تصویر میں کون سی خوشبو/خوش بوئیں موجود ہیں؟
   - تصویر میں کون سی آوازیں موجود ہیں؟
4. ہر جوڑے کی شمولیت کو یقینی بنائیں۔
5. استاد/اُستانی طلبہ کی نگرانی کرے۔

سرگرمی نمبر2:

1. جوڑوں میں سے چند طلبہ کو جماعت کے سامنے آکر تصویر کے بارے میں بولنے کا کہیں۔
2. تصویر کے بارے میں سوالات کریں۔
   - تصویر میں بچے کون سا کھیل کھیل رہے ہیں؟
   - کھیل کے دوران کیا آوازیں آرہی ہیں؟
   - بچے کیا کھا رہا ہے؟ کھانے کا ذائقہ کیا ہوگا م نمکین یا میٹھا۔
   - بچے کھیل کے دوران کیسے محسوس کر رہے ہیں؟
   - بچے کیا سونگھ رہے ہیں؟
3. جہاں ضروری ہو طلبہ کی اصلاح کریں۔
4. درست کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ تصویر، منظر کو دیکھ کر اس کی کسی مخصوص سرگرمی یا خصوصیت پر ردعمل کا اپنے الفاظ میں اظہار کرسکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. درسی کتاب کے صفحہ نمبر ۷۶ پر موجود تصویر دکھائیں اور اس کے بارے میں دیے گئے سوالات پوچھیں۔
   - یہ تصویر کس تقریب کی ہے؟
   - بچوں کے ہاتھوں میں کیا ہے؟
   - آپ کے خیال میں بچے کیا پڑھ رہے ہیں؟
   - آپ کو اس تقریب میں کیا بات اچھی لگ رہی ہے؟
2. درست جوابات پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ کسی مشہور باغ/تاریخی مقام کی تصویر لے کر اپنی کاپیوں پر چسپاں کریں اور اس کے بارے میں چند جملے لکھیں۔

مہینہ

5

سبق نمبر
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الفاظ سُن کر اُردُو کے حُروف/ارکان کی آوازوں اور تلّفظ کا صحیح ادراک کرنا

طلبہ کے حاصلاتِ تعلم

- الفاظ سُن کر اُردُو کے حروف/ارکان کی آوازوں اور تلّفظ کا صحیح ادراک کر سکیں۔

معلومات برائے اساتذہ

1. اُستاد/اُستانی ابتدائی جماعتوں سے ہی طلبہ کو ارکان اور تلّفظ کی مشق کرواتے رہیں تا کہ طلبہ خود کوئی بھی لفظ سُن کر اُس کو درست تلّفظ کے ساتھ ادا کر سکیں۔
2. اُستاد/اُستانی بار بار حروف و ارکان کی آوازوں کی ادائی طلبہ سے کروائیں۔ اس سے طلبہ کے تلّفظ میں بہتری آئے گی اور وہ کوئی بھی نیا حرف، رکن یا لفظ درست تلّفظ کے ساتھ ادا کرنے کے قابل ہوں گے۔
3. اُستاد/اُستانی حروف کی آوازوں کی شناخت طلبہ کو ضرور کروائیں تا کہ طلبہ آوازوں کی شناخت کرتے ہوئے درست تلّفظ کے ساتھ لفظ ادا کرنے کے قابل ہو جائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، وغیرہ

تعارف: 5منٹ

1. دیے گئے الفاظ طلبہ کے سامنے اونچی آواز میں صحیح تلّفظ کے ساتھ بولیں اور طلبہ سے کہیں وہ بھی ساتھ ساتھ دُہرائیں۔
   - جاتا- کھانا
   - کرکٹ – پاکستان
   - کاغذ- کتاب

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. اُستاد/اُستانی طلبہ کو ہدایات دیں کہ میں ہر جوڑے کے پاس آکر ایک لفظ بولوں گا/گی اور اُس جوڑے کا ایک طالب علم/طالبہ اُسی طرح کی آوازوں کو صحیح تلّفظ سے ادا کرے گا/گی۔
3. جدول میں دی گئی الفاظ کی فہرست میں سے ہر جوڑے کے سامنے ایک لفظ بولیں۔ جوڑے زیادہ ہونے پر لفظ دُہرادیں یا کوئی نیا لفظ شامل کرلیں۔

رونق	حافظ	لگتی	رکھتے	کشمیر
سائیگل	منظور	زیارت	حفاظت	
جُوتے	مالک	مقدار	گلگت	

4. صحیح تلّفظ اورآوازوں کا استعمال کر کے لفظ کی ادائی کرنے پر جوڑے کی حوصلہ افزائی کریں۔

سرگرمی نمبر2

1. اُستاد/اُستانی الفاظ کی پرچیاں بنائے۔
2. دیے گئے الفاظ کی پرچیاں ایک ڈبّے میں ڈال دیں۔

تازگی	پیارا	رحمت	وطن	تقریب	رکھتے	حاصل	صورت
ضروری	کراچی	سیکھیں	بھائی	ریت	برکت	خزاں	پرندا

3. ہر جوڑا آکر ایک ایک پرچی اُٹھائے۔
4. ایک جوڑا پرچی پر لکھا گیا لفظ صحیح تلّفظ کے ساتھ ادا کرے اور باقی طلبہ بھی دُرُست تلّفظ اور آوازوں کا خیال رکھتے ہوئےاس لفظ کو ادا کریں۔
   - عظمت - مطابق
   - خالق - تقسیم
5. صحیح تلّفظ اور آوازوں کے ساتھ لفظ بولنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ لفظ سُن کر اُس میں موجود حروف اور ارکان کی آوازوں کے بارے میں فرق کر سکتے ہیں اور صحیح تلّفظ سے ادا کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. اُستاد/اُستانی چند خاص الفاظ کمرا جماعت کے سامنے بولے اور طلبہ سے صحیح تلّفظ اور آوازوں کے ساتھ ادا کرنے کے لیے ہاتھ کھڑا کروائیں۔
   - الفاظ رونق۔ مبارک۔ جُھوم۔ شجر کاری

مشق: 2منٹ

طلبہ سے کہیں کہ درسی کتاب میں سے ۱۰ الفاظ اپنی کاپی پر لکھ کر لائیں اور دوسرے دن کمرا جماعت میں باقی ساتھیوں کووہ الفاظ سُنا کر صحیح تلّفظ کے ساتھ ادا کرنے کی مشق کریں۔

سبق نمبر
43

ایک منٹ میں ۵۰ کثیر الاستعمال الفاظ دُرست طریقے سے پڑھنا

طلبہ کے حاصلاتِ تعلم

- ایک منٹ میں ۵۰ کثیرُ الاستعمال الفاظ درست طریقے سے پڑھ سکیں۔

معلومات برائے اساتذہ

1. کثیرُ الاستعمال الفاظ سے مراد وہ الفاظ جو کسی بھی متن، عبارت، نظم و نثر میں بار بار استعمال کیے جاتے ہیں اگر ایسے الفاظ طلبہ کو پڑھنا آجائیں تو وہ کوئی بھی متن روانی سے پڑھ سکتے ہیں۔
2. اُستاد/اُستانی کثیرُ الاستعمال الفاظ طلبہ کو ذہن نشین کروانے کے لیے چارٹ کا استعمال کریں اور کثیر الاستعمال الفاظ کا چارٹ کمرا جماعت میں آویزاں کریں۔
3. کثیرُ الاستعمال الفاظ طلبہ کے لیے اس لیے ضروری ہیں کہ ان کی مدد سے طلبہ عام متن/عبارت کو روانی سے پڑھ سکتے ہیں۔
4. اُستاد/اُستانی متن پڑھانے سے پہلے کثیر الاستعمال الفاظ طلبہ کو پڑھوائیں تا کہ بعد میں وہ خود متن/عبارت کو آسانی کے ساتھ پڑھ سکیں۔

دورانیہ: 70منٹ/دو پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، کثیر الاستعمال الفاظ کا چارٹ، اسٹاپ واچ و غیرہ

تعارف: 5منٹ

1. جدول میں دیے گئے الفاظ تختۂ تحریر پر لکھیں۔
   - یہ-ہمیں-اُنھیں-لیے-کریں
2. الفاظ پڑھنے والے طلبہ کو ہاتھ کھڑا کرنے کا کہیں۔
3. دو تین طلبہ سے الفاظ پڑھوائیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. اُستاد/اُستانی ۵۰ الفاظ پر مشتمل کثیر الاستعمال الفاظ کا چارٹ دیوار پر آویزاں کرے۔

پھول- اندھیرا-سُورج-چھوٹی-ہمیں-عید-کیوں-گھر-شخص-طرف- صاف-دوست-دیکھا-بارش-گاؤں-ٹھنڈا-اسمبلی-بستہ-ہیں-بھاگے-صحّت-مجھے-بچّوں-تصویر-ماحول-شوق-باغ-پیشہ-جیسا-کہاں-عزّت-لوگ-والدین-کہانی-دعوت- ہوں-لیکن-گاڑی-کھانا-دکان-خوشیاں-سب-شہر-سبزیاں-ابھی-اٹھانا-میرا-ہمارا

3. طلبہ کو کہیں کہ وہ ان الفاظ کو اپنی کاپیوں پر لکھیں۔
4. اُستاد/اُستانی اس بات کی تسلی کر لیں کہ تمام جوڑوں نے سارے الفاظ درست طریقے سے لکھ لیے ہیں۔

سرگرمی نمبر2:

1. طلبہ کو ہدایات دیں کہ اب ہر جوڑے میں سے پہلا طالب علم/طالبہ دوسرے کو اور دوسرا طالب علم/طالبہ پہلے کو الفاظ پڑھ کر سنائے گا/گی۔
2. اُستاد/اُستانی طلبہ کو کہے کہ یہ ۵۰ الفاظ آپ نے ایک منٹ میں روانی کے ساتھ پڑھنے ہوں گے۔
3. ہر جوڑا یہ فیصلہ کر لے کہ پہلے کون سا طالب علم/طالبہ پڑھے گا/گی اور بعد میں کون پڑھے گا/گی۔
4. طلبہ کو بتائیں کہ جب میں سٹارٹ بولوں گا/گی۔آپ نے پڑھنا شروع کرنا ہے اور "رُک جاؤ"بولنے پر جہاں تک پڑھا ہے وہاں انگلی رکھ دیں۔
5. اپ سٹاپ واچ کا استعمال کرتے ہوئے طلبہ کو "سٹارٹ" بولیں اور ایک منٹ پورا ہونے پر "رک جاؤ" بولیں۔
6. ہر جوڑے میں دونوں طلبہ کے لیے یہ سرگرمی دہرائیں۔

نتیجہ/خلاصہ: 3منٹ

جوڑوں میں کام کرنے سے طلبہ ایک منٹ میں ۵۰ کثیر الاستعمال الفاظ پڑھنے کے قابل ہوگئے ہیں۔

جائزہ/جانچ: 5منٹ

1. تختۂ تحریر پر چند الفاظ لکھیں۔
   - سبزیاں-دوست-لیکن-خوشیاں-والدین- گاؤں- جلدی-
2. الفاظ پڑھنے والے طلبہ سے ہاتھ کھڑا کروائیں۔
3. دو تین طلبہ سے الفاظ پڑھوائیں۔
4. صحیح لفظ پڑھنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ اپنی درسی کتاب میں سے کسی بھی متن میں بار بار لکھے جانے والے ۱۰ الفاظ اپنی کاپیوں پر لکھ کر لائیں اور اگلے دن کمرا جماعت میں باقی ساتھیوں کو پڑھ کر سنائیں۔

سبق نمبر
44

الف بائی ترتیب سے الفاظ کو درج کرنا

طلبہ کے حاصلاتِ تعلم

- الف بائی ترتیب سے الفاظ کو درج کر سکیں۔

معلومات برائے اساتذہ

1. اُستاد/اُستانی طلبہ کو شروع ہی سے الف بائی ترتیب سے لکھنے کی مشق کرواتے رہیں۔
2. کمرا جماعت میں چھوٹی چھوٹی سرگرمیاں کروائی جائیں جیسے: تمام طلبہ کو اُن کے نام کی مناسبت سے الف بائی ترتیب میں کھڑا کرنے کا کہیں۔ طلبہ کے پاس موجود چیزوں کے نام الف بائی ترتیب سے لکھنا وغیرہ۔
3. الف بائی ترتیب سے طلبہ سے لکھوانے کے لیے بہت ضروری ہے کہ انہیں حروف تہجّی کی ترتیب اور آوازوں سے آگاہی ہو۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، حروف تہجی کا چارٹ وغیرہ

تعارف: 5منٹ

1. طلبہ کو ترتیب سے حُروفِ تہجّی سُنانے کا کہیں۔
2. حروف تہجی سُنانے والے طلبہ سے ہاتھ کھڑا کروائیں۔
3. تین سے چار طلبہ کو بولنے کا موقع دیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. تختۂ تحریر پر دیے گئے الفاظ ترتیب سے لکھیں۔
   - برکت - نعمت - مالک - عجب
   - گواہی- ثبوت - پاک - دولت
   - تارے - جمع - طوطے - دروازے
   - آخری - شہر- واپسی- سبق۔
   - لکھیں- زخمی - گاڑی- بات
2. طلبہ کے دو گروپ بنائیں۔
3. گروپ میں چارٹ اور مارکر تقسیم کریں۔

4. طلبہ سے کہیں کہ ان الفاظ کو غور سے پڑھیں۔
5. گروپ میں بات چیت کے ذریعے ان الفاظ کو الف بائی ترتیب سے چارٹ پر لکھیں۔
6. سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر2:

1. طلبہ سے کہیں کہ دونوں گروپ اپنا چارٹ طلبہ کے سامنے آویزاں کریں۔
2. ہر گروپ سے کہیں کہ وہ اپنا گروپ لیڈر مقرر کریں جو چارٹ پر الف بائی ترتیب سے لکھے گئے الفاظ طلبہ کے سامنے پڑھے۔
3. غلطی کرنے پر طالب علم/طالبہ کی تصحیح کریں۔
4. صحیح کام پر گروپ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

بے ترتیب الفاظ کی مشق کروا کر اُن کو الف بائی ترتیب سے لکھوانے سے طلبہ الفاظ کو الف بائی ترتیب سے لکھ اور درج کرسکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. تختۂ تحریر پر چند الفاظ لکھیں۔
   - یقین - شان- ساتھ
   - ڈھول- غرض- گھر
   - بکری۔
2. بے ترتیب الفاظ کو الف بائی ترتیب سے لکھنے کے لیے طلبہ سے ہاتھ کھڑا کروائیں۔
3. دو تین طلبہ سے دیے گئے الفاظ الف بائی ترتیب سے زبانی پڑھوائیں۔
4. صحیح کام پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

تمام طلبہ گھر پر درسی کتاب کے صفحہ نمبر ۸۵ پر سوال نمبر ۸ میں دیے گئے لفظوں کو الف بائی ترتیب سے لکھ کر لائیں۔

سبق نمبر
45

فعل کی اقسام (ماضی، حال، مستقبل) کی پہچان کر کے بتانا

طلبہ کے حاصلاتِ تعلم

- فعل کی اقسام(ماضی، حال، مستقبل) کی پہچان کر کے بتا سکیں

معلومات برائے اساتذہ

1. زمانے کے لحاظ سے فعل کی تین اقسام ہیں۔
   - فعلِ ماضی
   - فعلِ حال
   - فعلِ مستقبل
2. فعلِ ماضی: - جو کام (فعل) گزرے ہوئے زمانے میں ہوا ہو، اُسے فعلِ ماضی کہتے ہیں۔ جیسے عروج نے خط لکھا۔
3. فعلِ حال:-جو کام (فعل) موجودہ زمانے میں ہو رہا ہو، اُسے فعلِ حال کہتے ہیں۔ جیسے: عروج خط لکھتی ہے۔
4. فعلِ مستقبل: جو کام (فعل) آنے والے زمانے میں ہونے والا ہو، اُسے فعلِ مستقبل کہتے ہیں جیسے: عروج خط لکھے گی۔
5. طلبہ کو فعل کی اقسام (ماضی، حال، مستقبل) کی خوب مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ

تعارف: 5منٹ

1. جدول میں دیے گئے جملے تختۂ تحریر پر لکھیں۔
   - میں نے اپنا سبق یاد کیا۔
   - میں اپنا سبق یاد کرتا/کرتی ہوں۔
   - میں اپنا سبق یاد کروں گا/گی۔
2. طلبہ سے باری باری ہر جملے کے زمانے کے بارے میں پوچھیں۔
3. اگر طلبہ جواب نہ دے سکیں تو ان کی رہ نمائی کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو تین گروپوں میں تقسیم کریں۔

2. دی گئی عبارت تختۂ تحریر پر لکھیں۔

عبارت
ہمارے ملک میں میلوں کا عام رواج ہے۔ ہر شہر یا گاؤں میں کوئی نہ کوئی میلا لگتا ہے۔ہم بھی میلا دیکھنے جاتے ہیں۔ ہم اس سال بھی میلے کی سیر کو گئے، وہاں لوگوں کا بڑا ہجوم دیکھا۔ مختلف قسم کے بازار لگے ہوئے تھے۔ہم نے واپسی پر عہد کیا ہم اگلے سال میلا دیکھنے ضرور جائیں گے۔میلے میں اپنی پسند کے کھلونے بھی خریدیں گے۔

3. گروپ الف سے کہیں کہ وہ عبارت سے فعلِ حال، گروپ "ب" فعلِ ماضی۔گروپ 'ج' فعلِ مستقبل کی نشان دہی کر کے بتائیں۔
4. گروپوں کو یہ سرگرمی مکمل کرنے کے لئے ۱۰ منٹ کا وقت دیں۔
5. آخر میں تینوں گروپوں سے ایک ایک جملہ پوچھیں۔

سرگرمی نمبر 3:

1. طلبہ کے تینوں گروپ برقرار رکھیں۔
2. گروپوں سے کہیں ایک جملہ سوچ کر لکھیں اور اس جملے کو فعلِ حال، ماضی اور مستقبل میں تبدیل کریں۔
3. ۔ پہلا جملہ لکھنے میں طلبہ کی رہ نمائی کریں۔
4. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے ۱۰منٹ کا وقت دیں۔
5. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
6. آخر میں تینوں گروپوں سے بنائے گئے جملے پوچھیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ فعل کی اقسام (ماضی،حال، مستقبل)کی پہچان کرکے بتا سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. گروپ الف سے کہیں کہ وہ فعلِ ماضی کا کوئی جملہ بنا کر زبانی بتائے۔
2. گروپ ب سے کہیں کہ وہ فعلِ مستقبل کا کوئی جملہ بنا کر زبانی بتائے۔
3. گروپ ج سے کہیں کہ وہ فعلِ حال کا کوئی جملہ بنا کر زبانی بتائے۔

مشق: 2منٹ

تمام طلبہ گھر سے س در سی کتاب صفحہ نمبر ۸۴ پر "قواعد سیکھیں" کے تحت سوال نمبر ۷ میں دیے گئے جملوں کے سامنے فعلِ حال، فعلِ ماضی یا فعلِ مستقبل پر (✓) کا نشان لگا کر لائیں۔

مخلوط کمرا جماعت:

- دی گئی سرگرمیاں جماعت اوّل یا جماعت سُوم کے طلبہ کو ساتھ بٹھا کر بھی کروائی جا سکتی ہیں۔

سبق نمبر
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اپنے اسکول کا پتا لکھنا

طلبہ کے حاصلاتِ تعلم

- اپنے اسکول کا پتا لکھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ سے وقتاً فوقتاً ان کے گلی، محلے اور اسکول کا نام پوچھتے اور لکھواتے رہیں تا کہ وہ اسکول کے مقام سے وقف ہو سکیں۔
2. طلبہ سے اِسکول کے علاقے، محلے اور گلی کا نام پوچھیں۔
3. طلبہ سے وقتاً فوقتاً!اپنی ایسی سرگرمیاں کروائیں کہ جس میں وہ بار بار اِسکول کا نام اور پتا لکھنے کی مشق کریں۔ جیسے: کاپی پر نام کے ساتھ اسکول کا پتا، درخواست میں اِسکول کا نام، گروپ ورک میں نام کے ساتھ سکول کا نام وغیرہ

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے دُوم تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، فلیش کارڈاور اِسکاچ ٹیپ و غیرہ

تعارف: 5منٹ

طلبہ سے پوچھیں۔

1. اپنے اِسکول کا نام کون کون لکھ سکتا ہے؟
1. جواب دینے والے طلبہ سے ہاتھ کھڑا کروائیں۔
1. دو تین طلبہ سے اِسکول کا نام،محلّے کا نام تختۂ تحریر پر لکھوائیں۔
   - گورنمنٹ پرائمری اِسکول گلی کٹھوال ایبٹ آباد۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ کو ہدایات دیں کہ جوڑوں کی صورت میں اپنے اِسکول کا نام اور پتا لکھیں۔
3. اُستاد/اُستانی خود تختۂ تحریر پر اسکول کا نام اور پتا خوش خط لکھے۔
4. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے پانچ منٹ کا وقت دیں۔
5. اُستاد/اُستانی رہ نمائی کرے اور بہ وقت ضرورت تصحیح کروائے۔

سرگرمی نمبر2:

1. اُستاد/اُستانی طلبہ کو ایک ایک فلیش کارڈ اوراسکاچ ٹیپ کا ٹکڑا دے۔
2. طلبہ سے کہیں کہ ہر طالب علم/طالبہ اپنا نام اور اسکول کا نام فلیش کارڈ پر لکھے۔
3. تمام طلبہ کو ہدایات دیں کہ اس فلیش کارڈ کو اپنی بستے پر اس طرح لگائیں کہ سامنے والا پڑھ سکے۔
4. تمام طلبہ سے اُن کی حوصلہ افزائی کے لیے تالیاں بجوائیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ کو جوڑوں میں کام کروانے سے وہ اس قابل ہو گئے ہیں کہ اب وہ اپنے اسکول کا پتا لکھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے پوچھیں:
   - اپنے اسکول کا پتا تختۂ تحریر پر کون لکھے گا؟
   - طلبہ سے ہاتھ کھڑا کروائیں۔
   - دو تین طلبہ سے اِسکول کا پتا لکھوائیں۔
   - اسکول کا نام اور پتا صحیح لکھنے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر سے اپنی کاپی پر اپنے اِسکول کا پتا خوش خط لکھ کر لائیں۔

نوٹس

سبق نمبر
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پڑھی، سنی اور دیکھی گئی معلومات کا عملی زندگی سے رابطہ قائم کرنا

طلبہ کے حاصلاتِ تعلم

- پڑھی، سنی اور دیکھی گئی معلومات کا عملی زندگی سے رابطہ قائم کر سکیں۔

معلومات برائے اساتذہ

1. اُستاد/اُستانی طلبہ سے ریڈیو، ٹیلی ویژن اور دیگر ذرائع سے سنی اور دیکھی گئی معلومات اخذ کروائے۔
2. طلبہ سے گروپ اور جوڑوں میں ایسی سرگرمیاں کروائیں کہ جن سے وہ ایک دوسرے کے ساتھ معلومات کا تبادلہ خیال کر سکیں۔
3. اُستاد/اُستانی طلبہ کو مختلف جگہوں پر لکھی گئی معلومات پڑھ کر سنائے جیسے: کسی بینک میں لکھی گئی معلومات، ریلوے سٹیشن کے پلیٹ فارم پر لکھی گئی معلومات، اور ٹریفک اشاروں کی معلومات وغیرہ
4. طلبہ پر بچوں کے رسالے، جرائد اور خبارات میں سے بچوں کے صفحے سے پڑھی جانے والی معلومات اخذ کروائیں۔

دورانیہ: 70منٹ/دو پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ۔

تعارف: 5منٹ

1. طلبہ سے کہیں کہ آپ کو چند ہدایات دوں گا/گی آپ نے اُن پر عمل کرنا ہے۔
2. جو طلبہ تیار ہیں اُنھیں اُٹھانے کا کہیں۔
3. استاد/استانی منھ پر انگلی رکھ کر طلبہ کو عمل کرنے کا کہے۔
4. طلبہ خاموشی اختیار کر کے عملی مظاہر کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. اُستاد/اُستانی طلبہ کے چار گروپ بنائیں۔
2. صفائی کے متعلق معلومات
   - ورزش کے فائدے
   - پودوں کی حفاظت
   - وطن سے محبت
   - صحت کے متعلق معلومات

3. گروپوں میں چارٹ اور مارکر تقسیم کریں۔
4. گروپوں کو ہدایات دیں کہ آپ روزانہ ٹیلی وژن، ریڈیو، اخبارات اور رسائل سے جو معلومات حاصل کرتے ہیں وہ چارٹ پر تحریر کریں۔
5. اگر طلبہ خود سے نہ لکھ سکیں تو آپ ان موضوعات میں سے کوئی ایک موضوع دے سکتے ہیں۔
6. طلبہ کی طرف سے لکھی جانے والی معلومات کی آخر میں پیش کش کروائیں۔

- دوسرا پیریڈ: 35 منٹ

سرگرمی نمبر2:

1. طلبہ کو بتائیں کہ کل ہم نے پڑھی سنی اور دیکھی گئی معلومات پر چارٹ بنایا آج ہم اُسی کے مطابق درسی کتاب سے سبق پڑھیں گے۔
2. طلبہ کے سرگرمی نمبر 2 کے لیے گروپ بر قرار رکھیں۔
3. دوبارہ سے چارٹ اور مارکر دیں۔
4. طلبہ سے کہیں کہ درسی کتاب کے صفحہ نمبر ۸۰ تا ۸۱ پر سبق "آؤ مل کر درخت لگائیں" غور سے پڑھیں اور دیے گئے
5. سوالات کی روشنی میں معلومات اخذ کر کے لکھیں۔
6. طلبہ سے کہیں کہ جب سبق کو غور سے پڑھ لیں تو ہاتھ کھڑا کریں۔
7. ہاتھ کھڑا کرنے والے گروپ کو جدول میں دیے گئے سوالات دیں۔ اور بتائیں کہ ان کے متعلق معلومات اکٹھی کر کے لکھیں۔

- آپس میں بات چیت کریں اور لکھیں:
- کہ درخت نہ ہوتے تو زندگی کیسی ہوتی؟
- درختوں کے کوئی سے دو فائدے لکھیں۔
- اگر آپ درخت لگانا چاہیں تو کہاں لگائیں گے؟

سرگرمی نمبر3:

1. طلبہ سے کہیں تحریر کردہ معلومات کا چارٹ تختۂ تحریر پر آویزاں کریں۔
2. گروپ لیڈر منتخب کریں۔
3. گروپ لیڈر اپنے گروپ کے کام کو باقی طلبہ کے سامنے پیش کرے۔
4. کام مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ پڑھی، سنی اور دیکھی گئی معلومات کا عملی زندگی سے ربط قائم کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. آپ روزانہ ٹیلی ویژن پر کسی خاص بیماری کے بارے میں معلومات دیکھتے اور سنتے ہیں؟
2. ہم پودوں کی حفاظت کیسے کرتے ہیں؟

نوٹ: دو سے تین طلبہ کو بولنے کا موقع دیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر سے ٹیلی وژن یا دیگر ذرائع سے معلومات اخذ کر کے کاپی پر لکھ کر لائیں اور اگلے دن کمرا جماعت میں باقی ساتھیوں کو سنائیں۔

سبق نمبر
48

استعمال کی چیزوں کا خیال رکھنا اوراُن کی اہمیت بیان کرنا

طلبہ کے حاصلاتِ تعلم

- گھر، اسکول اورمحلّے میں استعمال کی چیزوں (فرنیچر، پودے، بیرونی دیواریں، بجلی کے کھمبوں وغیرہ) کا خیال رکھ سکیں اور اہمیت بیان کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ بعض اوقات پودوں سے پُھول توڑنا، دیواروں پر لکھائی کرنا، بجلی کے کھمبوں کو بلاوجہ ہاتھ لگانا اور پانی کو ضائع کرنا وغیرہ جیسی حرکات کررہے ہوتے ہیں۔
2. اُستاد/اُستانی طلبہ کو اِن حرکات سے اجتناب کرنے کی اہمیت واضح کرے اور انھیں کسی با مقصد سرگرمی میں مشغول کریں۔
3. روزانہ کی بنیاد پر اُستاد/اُستانی گھر،محلّے اور اسکول میں استعمال ہونے والی کسی بھی ایک چیز کی اہمیت کے بارے میں طلبہ کو مشقی کام دیتے رہیں۔ اس سے طلبہ ذہنی طور پر ان چیزوں کی حفاظت کے لیے تیار رہیں گے۔
4. اُستاد/اُستانی روزانہ استعمال ہونے والی چیزوں کے صحیح استعمال طلبہ ہی کے ذریعے اخذ کروائے۔

دورانیہ: 70منٹ/دو پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن،استعمال کی چیزوں کے متعلق فلیش کارڈو غیرہ

تعارف: 5منٹ

1. طلبہ سے کہیں کہ وہ گھر، اِسکول اور محلے میں استعمال ہونے والی چیزوں کے نام کی فہرست بنائیں۔
   - کرسی-میز-چولہا-نلکا-گلاس-ربڑ-بستہ- پنسل۔ تراش – پیمانہ
2. طلبہ کی طرف سے ناموں کی فہرست کچھ یوں ہو سکتی ہے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے چار گروپ بنائیں۔
2. ہر گروپ میں چارٹ اور مارکر تقسیم کریں۔
3. ہر گروپ کو چیزوں کے نام کے فلیش کارڈزدیں اور اُس کے استعمال پر لکھنے کا کہیں۔
4. پہلے گروپ کو ''میز اور کرسی ''کا فلیش کارڈ دیں۔
5. دوسرے گروپ کو گلاس اور پلیٹ کا فلیش کارڈ دیں۔
6. تیسرے گروپ کو اسکول میں پنسل اور کاپی کا فلش کارڈ دیں۔

- چوتھے گروپ کو پانی کے استعمال کا فلیش کارڈ دیں۔
- کام کے دوران طلبہ کی حوصلہ افزائی کریں۔
- سرگرمی مکمل کرنے کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر2:

1. طلبہ سے کہیں کہ وہ اپنے اپنے گروپ کا چارٹ کمرا جماعت کے سامنے آویزاں کریں۔
2. گروپ لیڈر منتخب کریں۔
3. گروپ لیڈر اپنے کام کے استعمال کو باقی ساتھیوں کو بیان کرے۔
4. کام مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔
5. کام کی پیش کش کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔

نتیجہ/خلاصہ: 3منٹ

گروپ میں کام اور بات چیت کے بعد طلبہ گھر، محلے اور اسکول میں استعمال ہونے والی چیزوں کی اہمیت کے بارے میں جان گئے ہیں اور ان کا خیال رکھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. تختہ تحریر پر چند چیزوں کے نام لکھیں۔
   - چاک- کاپی
   - پانی - پنسل
2. طلبہ سے ان کی اہمیت کے بارے میں پوچھیں۔
3. جواب دینے والے طلبہ سے ہاتھ اُٹھوانے کا کہیں۔
4. درست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر میں استعمال ہونے والی چند چیزوں کے نام اور اُن کی اہمیت کے بارے میں اپنی کاپی پر لکھ کر لائیں۔

سبق نمبر
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بول چال میں جملوں کے تسلسل کو مربوط کر کے معنی اخذ کر نا اور واقعے یا کہانی کو سمجھنا۔

طلبہ کے حاصلاتِ تعلم

- بول چال میں جُملوں کے تَسلسُل کو مربوط کے معنی اخذ کر سکیں اور واقعے یا کہانی کو سمجھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کم عمری سے ہی عام بول چال میں بولے گئے جملوں کو سمجھ کر ہدایات پر عمل کرنا سیکھ جاتے ہیں ان کے لیے یہ مرحلہ اس وقت دشوارا ہوتا ہے جب وہ باقاعدہ طور پر جملوں کو پڑھنا سیکھ رہے ہوتے ہیں۔ ان جملوں کے تسلسل کو مربوط کر کے معنی اخذ کرنے کا مرحلہ آسان نہیں ہوتا ہے۔
2. طلبہ کی جملوں میں موجود اہم معلومات کی طرف توجہ دلوائیں اور معنی اخذکرنے میں ان کی مدد اور رہ نمائی کریں۔
3. طلبہ کی دلچسپی کو ملحوظِ خاطر رکھتے ہوئے مختلف واقعات/کہانیاں اور معلومات سُنا کر ان کی طرف توجہ دلوائیں۔
4. طلبہ سے چھوٹی چھوٹی کہانیاں لکھوائیں اور جملوں میں ربط اور تسلسل پر ان کی معاونت فرمائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ

تعارف: 5منٹ

1. طلبہ سے طلبہ میں دیے گئے سوالات پوچھیں:
   - کون سے بچے کہانیاں پڑھتے ہیں؟
   - لطائف کس کس کو پسند ہیں؟
2. کسی طالب علم/طالبہ کو کوئی واقعہ/کہانی سنانے کا کہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو جوڑوں میں تقسیم کریں۔
2. جدول میں دیا گیا واقعہ چارٹ پر لکھ کر تختۂ تحریر پر لگائیں۔

سلمٰی سڑک پار کر رہی تھی۔ ٹریفک بہت زیادہ تھی۔ وہ بار بار آگے بڑھتی اور پھر پیچھے ہٹ جاتی۔ تھوڑی ہی دیر میں وہ گھبرا گئی۔ اچانک اس کی نظر ٹریفک کے سپاہی پر پڑی۔ اس نے سپاہی سے سڑک پار کرانے کا کہا۔ سپاہی نے اُسے سڑک پار کرا دی وہ خوشی خوشی اپنے گھر کی طرف روانہ ہو گئی۔

3. طلبہ کو واقعہ خاموشی سے واقعہ پڑھنے کا کہیں۔
4. اب جوڑوں میں ایک دوسرے کو واقعہ سنانے کا کہیں۔
5. واقعہ سُنانے کے دوران غلطیوں کی تصحیح نہ کریں۔
6. دُرُست واقعہ سُنانے پر طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر2:

1. طلبہ سے جدول میں دیے گئے سوالات پوچھیں۔
   - کون سڑک پار کر رہا تھا؟
   - سلمٰی سڑک پار کیوں نہ کر پائی؟
   - سلمٰی نے کس سے مدد مانگی؟
   - سلمٰی کیوں خوش ہوئی؟
2. درست جواب دینے پر طلبہ کی حوصلہ افزائی کریں۔
3. تمام طلبہ کو شمولیت کو یقینی بنائیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ بول چال میں جملوں کے تسلسل کو مربوط کر کے معنی اخذ کر سکتے اور واقعہ/کہانی کو سمجھنے کے قابل ہوگئے ہیں۔

جائزہ/جانچ: 5منٹ

1. ایک طالب علم/طالبہ کو کمرا جماعت کے سامنے کوئی واقعہ سنانے کا کہیں۔
2. دو یا تین طلبہ سے سوالات پوچھیں۔
3. درست جواب دینے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ درسی کتاب کے صفحہ ۹۰ پر "مل کر کریں بات"، کے تحت سوال ا نمبر ۴ دیا گیا واقعہ ایک دوسرے کو سنائیں نیز ایک دوسرے سے دیے گئے سوالات پوچھیں۔

مخلوط کمرا جماعت

دی گئی سرگرمیاں جماعت سوم کے طلبہ کو ساتھ بٹھا کر بھی کروائی سکتی ہیں۔

سبق نمبر
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ایک سے دس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا

طلبہ کے حاصلاتِ تعلم

- ایک سے دس تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

معلومات برائے اساتذہ

1. گنتی ہندسوں اور لفظوں میں سیکھنا علم ریاضی کی بنیادی مہارت ہے۔
2. ایک سے سو تک گنتی ہند سوں اور لفظوں میں لکھ کر سیکھنا بہت ضروری ہے۔
3. روزمرہ زندگی میں ہم لین دین اور خرید و فروخت میں بھی ہند سوں کا استعمال کرتے ہیں۔ جس سے طلبہ کو گنتی کی ہندسوں اور لفظوں میں پہچان اور لکھنے کا علم بہت اہم ہے۔
4. حساب کتاب اور علم ریاضی میں بھی ہندسوں کی اپنی اہمیت ہے۔ اس لیے طلبہ سے گنتی کو ہندسوں اور لفظوں میں لکھنے کی بار بار مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم،، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ

تعارف: 5منٹ

1. طلبہ سے روز مرہ استعمال کی چیزوں کے بارے میں مختلف سوالات پوچھیں۔
   - یہ پنسل آپ نے کتنے میں خریدی ہے؟
   - یہ کاپی آپ نے کتنے میں خریدی ہے؟
2. طلبہ کو بتائیں کہ آج ہم ایک سے دس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا سیکھیں گے۔

ہندسوں میں	لفظوں میں	ہندسوں میں	لفظوں میں
۱	ایک	۶	چھے
۲	دو	۷	سات
۳	تین	۸	آٹھ
۴	چار	۹	نو
۵	پانچ	۱۰	دس

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. تختۂ تحریر پر ایک سے دس تک گنتی ہندسوں اور لفظوں میں لکھیں۔
2. طلبہ سے کہیں کہ تختۂ 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 نمبر2:

- اُستاد/اُستانی تختہ تحریر پر ایک نامکمل کالم تحریر کریں۔

ہندسوں میں	لفظوں میں	ہندسوں میں	لفظوں میں
۱			چھے
	دو	۷	
۳			آٹھ
	چار	۹	
۵			دس

6. طلبہ اُس نامکمل کالم کو اپنی کاپیوں پر لکھیں۔
7. جہاں پر گنتی ہندسوں میں نہیں ہے، اُسے مکمل کریں۔
8. جہاں پر گنتی لفظوں میں نہیں ہے، اُسے مکمل کریں۔
9. اساتذہ مناسب رہ نمائی کریں اور درست لکھنے پر شاباش بھی دیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ ایک سے دس تک گنتی ہندسوں اور لفظوں میں لکھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. جائزے کے طور پر طلبہ سے میل ملائیں۔

۲	چار
۱	تین
۴	دو
۵	ایک
۳	پانچ

2. آخر میں طلبہ کے کام جائزہ لیں۔
3. دُرست میل ملانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ درسی کتاب کے صفحہ نمبر 92پر سوال نمبر 9 میں مثال کے مطابق ستاروں کی تعداد کو لفظی اور ہندسی گنتی سے ملائیں۔

سبق نمبر
51

سماجی ضروریات کے مطابق مختصر ہدایات تحریر کرنا

طلبہ کے حاصلاتِ تعلم

- سماجی ضروریات کے مطابق مختصر ہدایات تحریر کر سکیں مثلاً: کوڑا کرکٹ یہاں نہ پھینکیں وغیرہ۔

معلومات برائے اساتذہ

1. طلبہ کو مختلف مقامات پر لکھی گئی ہدایات کی تصاویر دکھائیں اور انھیں ان پر لکھے ہوئے تحریری پیغامات پڑھ کر سُنائیں۔
2. طلبہ میں اس بات کا شعوراجاگر کریں کہ ان ہدایات، اشارات اور پیغامات پر عمل کر کے ہم زندگی کو آسان بنا سکتے ہیں اور نقصان سے بچ سکتے ہیں۔
3. طلبہ سے مختلف ہدایات لکھوا کر متعلقہ جگہوں پر چسپاں کروائیں تاکہ ان کی حوصلہ افزائی ہو اور وہ مستقبل میں ایک ذمہِ دار شہری کی حیثیت سے بوقت ضرورت ہدایات تحریر کر سکیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن چارٹ و غیرہ

تعارف: 5منٹ

1. کیا آپ نے اسکول آتے ہوئے راستے میں کوئی ہدایت پڑھی؟
   - سڑک احتیاط سے پار کریں
2. اگر طلبہ جواب دیں تو اُستاد/اُستانی اس کی وضاحت کریں۔بصورت دیگر اُستاد/اُستانی دیکھی ہوئی ہدایت کی وضاحت کریں۔
3. طلبہ کو بتائیں کہ سماجی ضروریات سے متعلق ہدایات وہ ہدایات ہوتی ہیں جو مختلف جگہوں پر لکھی ہوتی ہیں تاکہ ہم ان پر عمل کر کے اچھے شہری ہونے کا ثبوت پیش کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے چار گروپ بنائیں
2. گروپ 'الف' سے کہیں کہ وہ کمراجماعت کی صفائی کے بارے میں ہدایات لکھے۔
3. گروپ 'ب' دیواروں سے متعلق ہدایات لکھے۔
4. گروپ 'ج' سکول کے میدان سے متعلق ہدایات لکھے۔
5. گروپ 'د' پودوں/پھولوں سے متعلق ہدایات لکھے۔
6. اُستاد/اُستانی ہر گروپ کے ساتھ بیٹھ کر رہ نمائی کرے۔

- اُستاد/اُستانی طلبہ کی قواعد/اِملا کی اصلاح کرے۔
- ہر گروپ کو جماعت کے سامنے آکر ہدایات سُنانے کا کہیں۔
- درست پیش کش پر طلبہ کی حوصلہ افزائی کریں اوران کی مناسب رہ نمائی کریں۔

سرگرمی نمبر2:

1. ہر گروپ کو چارٹ پیپر دیں۔
2. انھیں متعلقہ ہدایات چارٹ پر لکھنے کا کہیں۔
3. ہر گروپ سے ہدایات متعلقہ جگہوں پر چسپاں کروائیں۔
4. اچھی کارکردگی پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ سماجی ضروریات کے مطابق مختصر ہدایات تحریر کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے ان کی لکھی ہوئی ہدایات کے بارے میں سوالات کریں۔
   - پھولوں کی کیاریوں کے پاس کیا ہدایت لکھی ہوتی ہے؟
   - کوڑے دان پر کیا لکھا ہوتا ہے؟
   - میدان کے پاس کیا ہدایت لکھی ہوتی ہیں؟
   - کینٹین کے پاس کیا ہدایات لکھی ہوئی ہوتی ہیں؟
2. درست جواب دینے پر طلبہ کی حوصلہ افزائی کریں

مشق: 2منٹ

طلبہ درسی کتاب کے صفحہ نمبر ۹۳ پر سرگرمی "کچھ نیا لکھیں" لکھ کر لائیں۔

سبق نمبر
52

گروہی کاموں میں شمولیت اختیار کرنا اور مجوزہ ذمہ داری کو بہتر انداز میں انجام دینا

طلبہ کے حاصلاتِ تعلم

- گروہی کاموں میں شمولیت اختیار کر سکیں اور مجوزہ ذمہ داری بہتر انداز میں انجام دے سکیں۔

معلومات برائے اساتذہ

1. گروپ میں کام کرنے سے طلبہ کو مل جل کر کام کرنے کی ترغیب ملتی ہے۔ جس سے وہ اچھا کام کرنے کے ساتھ ساتھ بہتر انداز میں سیکھ سکتے ہیں۔
2. معاشرتی ذمہ داریاں ادا کرنے کے لیے طلبہ کی تربیت ہوجاتی ہے۔
3. طلبہ میں دوسروں کی انفرادیت کا احترام اور قائدانہ صلاحیتیں بیدار ہوتی ہیں۔
4. ہر طالب علم/طالبہ کی اپنی ذمہ داری بہتر انداز میں ادا کرنے کی تربیت ہوتی ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. طلبہ کو بتائیں کہ مل جل کر کام کرنے سے کام بہتر ہوتا ہے کیوں کہ اتفاق میں برکت ہے۔
2. طلبہ کو جدول میں دی گئی کہانی سُنائیں۔

اتفاق میں برکت ہے

ایک کسان کے چار بیٹے تھے۔ وہ ہر وقت آپس میں لڑتے رہتے تھے۔ ایک مرتبہ اس نے چاروں کو بلایا اور ان سے لکڑیوں کا ایک گٹھا توڑنے کا کہا۔ چاروں نے باری باری کوشش کی لیکن اُسے نہ توڑ سکے۔ پھر کسان نے گٹھا کھولا اور انھیں ایک لکڑی توڑنے کا کہا۔ چاروں نے بڑی آسانی سے ایک ایک لکڑی توڑ ڈالی۔ کسان نے انھیں سمجھایا کہ اگر تم مل جل کر رہو گے تو تمھیں کوئی نقصان نہیں پہنچا سکے گا۔ اگر الگ الگ ہو جاو گے تو نقصان اُٹھاؤ گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے گروپ بنائیں۔
2. ہر گروپ کا ایک قائد (Leader)اورایک پیش کار (Presenter)مقرر کریں۔
3. پہلے گروپ کو اسکول میں موجود اشیا کی فہرست تیار کرنے کا کہیں۔
4. دوسرے گروپ کو گھر میں موجود اشیا کی فہرست تیار کرنے کا کہیں

5. تیسرے گروپ کو پاکستان کے اہم شہروں کی فہرست تیار کرنے کا کہیں۔
6. اُستاد/اُستانی بہ وقت ضرورت مناسب رہ نمائی کریں۔
7. اُستاد/اُستانی کی رہ نمائی میں گروپ کا قائد (leader) اس بات کو یقینی بنائے کہ گروپ کے تمام طلبہ کام میں حصّہ لے رہے ہیں۔

سرگرمی نمبر2:

1. ہر گروپ کا پیش کار (Presenter) جماعت کے سامنے آکر فہرست سنائے۔
2. اچھی کارکردگی پر اُستاد/اُستانی حوصلہ افزائی کرے۔
3. جہاں ضرورت ہو اُستاد/اُستانی اصلاح کرے۔

نتیجہ/خلاصہ: 3منٹ

طلبہ گروہی کاموں میں شمولیت اختیار کرنے اور ذمے داری بہتر انداز میں انجام دے سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. ہر گروپ سے پیش کار (Presenter) کے علاوہ ایک طالب علم/طالبہ کو اپنی فہرست جماعت کے سامنے سُنانے کا کہیں۔
2. اچھی پیش کش پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

گروپ کمرہ جماعت کے لیے مل کر اُصول، کوڑادان اور گروپوں کے ناموں کے کارڈ تیار کریں گے۔

نوٹس

سبق نمبر
53

کہانی کے عنوان سے آنے والے واقعات کی پیش گوئی کرنا

طلبہ کے حاصلاتِ تعلم

- کہانی کا عنوان دیکھ کر آنے والے واقعات کی پیش گوئی کر سکیں۔

معلومات برائے اساتذہ

1. استاد/استانی طلبہ کو کہانی کے عنوان کا تعارف کروائیں۔
2. کہانی کے شروع، درمیان اور آخر میں سوال کرتے ہوئے آنے والے واقعات کے متعلق پیش گوئی طلبہ سے اخذ کروائیں۔
3. کہانی کے کرداروں یا آنے والے واقعات کی پیش گوئی کے متعلق سوالات کرنے سے طلبہ کی توجہ کہانی کی طرف مبذول ہوتی ہے جس سے وہ کہانی میں خاطر خواہ دل چسپی لیتے ہیں۔
4. طلبہ کو کہانی کا عنوان دے کر گروپ کی صورت میں طلبہ کو بات چیت کا موقع دیں تاکہ وہ ازخود کہانی کے عنوانات کو ترتیب دے کر اور آنے والے واقعات کی پیش گوئی کر کے مکمل کہانی ترتیب دے سکیں۔
5. طلبہ کو بتائیں کہ عام طور پر کہانی کی ابتدا "ایک دفعہ کا ذکر ہے" یا "بہت عرصے پہلے کی بات ہے" سے کیا جاتا ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. طلبہ سے پوچھیں۔
   - گھر میں آپ کو کہانیاں کون سناتا ہے؟
   - ایک یا دو طلبہ سے ان کی پسند کی کہانی سنیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. استاد/استانی طلبہ کو دی گئی کہانی کی بلند خوانی کریں۔

محنت میں برکت ہے

ایک چیونٹی تھی۔ وہ کہیں جا رہی تھی۔ اُسے راستے میں ایک ٹڈا ملا۔ ٹڈا کہنا لگا "چیونٹی ذرا رُک جاؤ" آؤ باغ میں کھیلیں۔ چیونٹی نے کہا میں کیسے کھیلوں؟ مجھے دانے اکٹھے کرنے ہیں۔ جب برسات آئے گی تو چھوٹی چھوٹی چیونٹیاں کیا کھائیں گی؟ مجھے گھر بھی ٹھیک کرنا ہے۔ برسات کے پانی سے گھر ٹوٹ بھی سکتا ہے۔

2. آپ کے خیال میں ٹڈے نے چیونٹی کا جواب سُن کر کیا کیا ہو گا؟

ٹڈے نے کہا "ہم تو کھیلتے ہیں جی" ایک دن بادل آ گئے۔ بارش ہونے لگی۔ ٹڈا بھیگتا ہوا آیا۔ چیونٹی کا دروازہ کھٹکھٹا کر کہنے لگا "چیونٹی مجھے بھی اپنے گھر میں جگہ دو" میں بُری طرح بھیگ گیا ہوں۔ بارش رُک جانے کے بعد میں چلا جاؤں گا۔

3. آپ کے خیال میں چیونٹی نے ٹڈے کو گھر میں جگہ دی ہو گی؟

چیونٹی بولی" بھائی ٹڈے تم نے سارا سال کام نہیں کیا۔ تم نے اپنا گھر نہیں بنایا۔ مشکل وقت کے لیے کچھ اناج بھی جمع کر کے نہیں رکھا۔ جاؤ میں تمہاری مدد نہیں کر سکتی۔ جو سستی کرے گا اُس کی یہی سزا ہو گی۔ ٹڈا رونے لگا " چیونٹی نہیں اس بار معاف کر دو۔ آئندہ سستی نہیں بلکہ محنت کروں گا۔

4. کیا چیونٹی نے ٹڈے کو معاف کر دیا ہو گا؟

چیونٹی نے ٹڈے کو چاول کے کچھ دانے دیے اور کہنے لگی لو کھالو۔ لیکن میرے گھر میں تمہارے لیے کوئی جگہ نہیں۔

5. آپ کو کہانی میں کس کا کردار پسند آیا؟

6. اگر آپ چیونٹی کی جگہ ہوتے تو کیا ٹڈے کو گھر میں جگہ دیتے؟

دیے گئے سوالات طلبہ سے ضرور پوچھیں تا کہ طلبہ کہانی سنتے وقت آنے والی پیش گو ئی کے متعلق وا قعات خود اخذ کریں۔

7. طلبہ سے پوچھیں۔

- کیا آپ نے کبھی چیونٹی اور ٹڈا دیکھا ہے؟
- چیونٹی کہاں رہتی ہے؟

8. طلبہ کو کہانی سنائیں اور کہانی کے دوران اور آخر میں دیے گئے سوالات طلبہ سے پوچھیں۔

9. استاد/استانی کہانی کا عنوان "چیونٹی اور ٹڈا" تختہ تحریر پر لکھیں اور متعارف کروائیں۔

نتیجہ/خلاصہ: 3منٹ

کہانی سنا نے کے دوران سوالات پوچھنے سے طلبہ کہانی کے متعلق آنے والے واقعات کی پیش گو ئی کرنے کے قا بل ہوگئے۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے پوچھیں۔

- کہانی میں ٹڈے نے چیونٹی سے کیا کہا؟
- چیونٹی نے ٹڈے کو سزا کیوں دی؟
- اگر آپ چیونٹی کی جگہ ہوتے تو کیا کرتے؟

مشق: 2منٹ

طلبہ سے کہیں آج جو کہانی آپ نے سُنی گھر میں اپنے ابّو، امّی اور بہن بھائیوں کو سُنائیں۔

مہینہ

6

سبق نمبر
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کہانی، مکالمے اور ڈرامے کو سمجھ کر پڑھنا

طلبہ کے حاصلاتِ تعلم

- کہانی، مکالمے اور ڈرامے کو سمجھ کر پڑھ سکیں۔

معلومات برائے اساتذہ

1. کمرا جماعت میں طلبہ کے درمیان مکالمہ کروانے سے طلبہ کو کسی بھی عنوان یا مسئلے پر بولنے کا موقع ملتا ہے جس سے طلبہ میں خود اعتمادی پیدا ہوتی ہے اور وہ کسی بھی مکالمے کو پڑھ کر عملی طور پر اُس پر بول بھی سکتے ہیں۔
2. کہانی سمجھ کر پڑھنے کے لیے ضروری ہے کہ کہانی کے شروع، درمیان اور آخر میں سوال موجود ہونے چاہئیں تا کہ طلبہ سوالوں کے جوابات کے ذریعے تفہیم میں بہتری لا سکیں۔
3. ڈرامہ سمجھ کر پڑھنا طلبہ میں فنکارانہ اور تخلیقی صلاحتیں اجاگر کرتا ہے جس سے طلبہ اِرد گرد کے ماحول کو بہترین طریقے سے سمجھ سکتے ہیں۔

دورانیہ: 70منٹ/دو پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، چارٹ۔ وغیرہ

تعارف: 5منٹ

1. طلبہ سے پوچھیں:
   - ٹیلی وژن پر ڈرامے کون کون دیکھتا ہے؟
   - دو سے تین طلبہ سے ان کی پسند کے ڈرامے کا نام پوچھیں۔
   - سُنی گئی پسند یدہ کہانی کا نام بتائیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ سے کہیں کہ کتاب کے صفحہ نمبر ۱۰۰ پر دیا گیا مکالمہ غور سے پڑھیں اور مکالمے سے متعلق سوالات کے جوابات اپنی کاپی پر انفرادی طور پر نوٹ کریں۔
3. دو سے تین طلبہ سے سوالات کے جوابات زبانی پوچھ لیں۔
   - قاسم کہاں جارہا تھا؟
   - قاسم نظموں کی کون سی کتاب خرید نا چاہتا تھا؟
   - اسد قاسم کے ساتھ کیوں جانے کے لیے تیار ہوگیا؟

سرگرمی نمبر2:

1. جوڑوں میں کام جاری رکھتے ہوئے طلبہ سے کہیں کہ درسی کتاب کا صفحہ نمبر ۹۸ کھولیں اور کہانی "اچھا بچّہ" غور سے اور سمجھ کر پڑھیں۔
2. کہانی پڑھنے کے بعد طلبہ سے دیے گئے سوالات پوچھیں۔
   - اسد کون سی جماعت میں پڑھتا ہے؟
   - اسد کی اچھی عادات کون کون سی ہیں؟
   - اسد نے کلاس میں کون سی پوزیشن حاصل کی؟

سرگرمی نمبر3:

1. طلبہ سے کہیں کہ کل ہم نے کہانی اور مکالمے کے بارے میں پڑھا اور آج ہم ڈرامے کے بارے میں پڑھیں گے۔
2. طلبہ کے دو گروپ بنائیں۔
3. فوٹو کاپی کی صورت میں طلبہ کو لکھا گیا ڈراما گروپ میں دیں۔یااستاد/استانی ڈرامے کو تختۂ تحریر پر لکھیں۔

ڈراما

ڈرائینگ روم میں دو میز اور دو کرسیاں دیوار سے لگی ہوئی ہیں۔ایک میز پر پلیٹ میں تین سیب رکھے ہیں۔ قریب ہی ٹیلی فون ہے۔ ایک کونے میں رکھے ہوئے چھوٹے میز پر پنجرے میں طوطا ہے اور میز کے نیچے ایک بڑی گیند پڑی ہے۔ دادا جان کُرسی پر بیٹھے اخبار پڑھ رہے ہیں۔ طوطے کی ٹائیں ٹائیں سنائی دیتی ہے۔

کافی دیر سے دادا جان آوازیں سُننے کے بعد آخر میں اپنے پوتے علی کو پاس بُلاتے ہیں۔

دادا جان: علی بیٹا اِدھر آؤ

علی: جی دادا جان آیا

علی دادا جان کے پاس آکر بیٹھ گیا

دادا جان:۔ علی بیٹا آزادی ایک نعمت ہے اگر تمہیں کوئی قید کردے تو تمہیں دنیا کی کوئی نعمت اچھی نہیں لگے گی۔

علی فوراً اٹھا اور طوطے کو اُڑا دیا۔

علی: دادا جان میں نے طوطے کو اُڑا دیا اور آج مجھے سمجھ آگئی کہ آزادی کیا ہوتی ہے۔

دادا: شاباش میرے بیٹے شاباش (دادا علی کو گلے لگاتے ہوئے)

4. طلبہ سے کہیں کہ گروپ میں ایک طالب علم/طالبہ ڈرامے کو پڑھے اور باقی طلبہ غور سے سنیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ مکالمے، کہانی اور ڈرامے کو سمجھ کر پڑھنے کے قابل ہوگئے ہیں۔

جائزہ/جانچ: 5منٹ

1. ڈرامے کے متعلق طلبہ سے پوچھیں:
   - ڈرامہ کس کے متعلق تھا؟
   - علی نے کس کو قید کرکے رکھا ہوا تھا؟
   - علی نے دادا کی بات سن کر کیا کیا؟

مشق: 2منٹ

طلبہ سے کہیں کہ گھر سے اپنی پسند کی ایک کہانی کس رسالے یا کہانیوں کی کتاب سے پڑھ کر آئیں اور اگلے دن کمرا جماعت میں باقی ساتھیوں کو سنائیں۔

سبق نمبر
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سادہ جُملوں کو زمانے کے لحاظ سے تبدیل کرنا

طلبہ کے حاصلاتِ تعلم

- سادہ جملوں کو زمانے کے لحاظ تبدیل کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو زمانے کے تینوں اقسام کے بارے بتائیں۔
   - گزرے ہوئے زمانے کو "زمانۂ ماضی" کہتے ہیں۔ جیسے: ہم میچ جیت گئے۔
   - موجودہ زمانے کو زمانۂ حال کہتے ہیں۔ جیسے: ثریا سکول جاتی ہے۔
   - آنے والے زمانے کو زمانۂ مستقبل کہتے ہیں۔ جیسے: ہم سوات کی سیر کریں گے۔
2. تینوں زمانوں کو ایک دوسرے میں تبدیل کرنے کا طریقہ سکھائیں۔ جیسے مصدر کی علامت "نا" دور کرکے الف بڑھانے سے زمانۂ ماضی بناہے۔ جیسے لکھنا سے لکھا (احمد نے خط لکھا۔)
3. مصدر کی علامت "نا" دور کر کے تا ہے/تے ہیں/تی ہے " یا رہا ہے/رہے ہیں/رہی ہیں۔ لگانے سے زمانۂ حال بنتا ہے۔ جیسے: لکھنا سے لکھتا ہے (احمد خط لکھتا ہے)
4. مصدر کی علامت "نا" دور کر کے گا/گے/گی لگانے سے زمانۂ مستقبل بنا ہے۔جیسے لکھنا سے لکھے گا۔(احمد خط لکھے گا۔)

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ

تعارف: 5منٹ

1. جدول میں دیے گئے جملے تختۂ تحریر پر لکھیں۔
   - جعفر نے خط لکھا۔
   - جعفر خط لکھتا ہے
   - جعفر خط لکھے گا۔
2. طلبہ سے باری باری ہر جملے کے زمانے کے بارے میں پوچھیں۔
3. طلبہ کو بتائیں کہ آج ہم سادہ جملوں کو زمانے کے لحاظ سے تبدیل کرنا سیکھیں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے تین گروپ بنائیں۔
2. جدول میں دیے گئے جملے تختۂ تحریر پر لکھیں۔

فعل ماضی	فعل حال	فعل مستقبل
پاکستان نے میچ جیت لیا۔		
آمنہ بازار گئی۔		
کبوتر اُڑ گیا۔		
رحیم نے کھانا کھایا۔		
زینب نے سبق یاد کیا۔		
عامر چلا گیا۔		

3. دیے گئے زمانۂ ماضی کے جملوں کو فعل حال اور فعل مستقبل میں تبدیل کریں۔
4. ایک گروپ میں سے کوئی طالب علم/طالبہ کوئی جملہ بولے، دوسرے گروپ والا اسے زمانۂ حال اور تیسرے گروپ والا اسے زمانۂ مستقبل میں تبدیل کر کے بتائے۔
5. اُستاد/اُستانی ہدایات دیں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
6. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر2

- طلبہ کے تینوں گروپ برقرار رکھیں۔

فعل ماضی	فعل حال	فعل مستقبل
علی نے سبق یاد کیا۔	----------	----------
----------	کلثوم کہانی سناتی ہے۔	----------
----------	----------	فاطمہ مضمون لکھے گی۔

7. فاطمہ مضمون لکھے گی۔
8. گروپ "الف" کے طلبہ جدول میں دیے گئے جملوں کو "زمانۂ حال" میں تبدیل کریں۔
9. گروپ "ب" طلبہ جدول میں دیے گئے زمانے کو ماضی میں تبدیل کریں۔
01. گروپ "ج" کے طلبہ جدول میں دیے گئے زمانے کو "زمانہ مستقبل" میں تبدیل کریں۔
11. طلبہ کی حوصلہ افزائی کریں اور زیادہ سے زیادہ طلبہ کی شمولیت کو یقینی بنائیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ سادہ جملوں کو زمانے کے لحاظ سے تبدیل کر سکتے ہیں

جائزہ/جانچ: 5منٹ

1. دیا گیا جملہ تختۂ تحریر پر لکھیں۔ یاسر دوڑتا ہے
2. گروپ الف سے پوچھیں کہ یہ جملہ کون سے زمانے سے متعلق ہے؟
3. گروپ 'ب' سے پوچھیں کہ اسے زمانہ مستقبل میں تبدیل کریں۔
4. گروپ 'ج' سے پوچھیں کہ اسے زمانہ ماضی میں تبدیل کریں۔

مشق: 2منٹ

تمام طلبہ گھر سے ایک ایک جملہ زمانہ ماضی، حال اور مستقبل میں لکھ کر اسے بقیہ زمانوں میں تبدیل کر کے لکھیں اور اگلے دن اپنے ساتھ کمرا جماعت میں لائیں۔

سبق نمبر
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گیارہ سے بیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا

طلبہ کے حاصلاتِ تعلم

- گیارہ سے بیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

معلومات برائے اساتذہ

1. گنتی ہندسوں اور لفظوں میں سیکھنا علم ریاضی کی بنیادی مہارت ہے۔
2. ایک سے سو تک گنتی ہند سوں اور لفظوں میں لکھ کر سیکھنا بہت ضروری ہے۔
3. روزمرہ زندگی میں ہم لین دین اور خرید و فروخت میں بھی ہند سوں کا استعمال کرتے ہیں۔ جس سے طلبہ کو گنتی کی ہندسوں اور لفظوں میں پہچان اور لکھنے کا علم بہت اہم ہے۔
4. حساب کتاب اور علم ریاضی میں بھی ہندسوں کی اپنی اہمیت ہے۔ اس لیے طلبہ سے گنتی کو ہندسوں اور لفظوں میں لکھنے کی بار بار مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. جماعت اوّل میں ہم ایک سے دس تک گنتی ہند سوں اور لفظوں میں سیکھ چکے ہیں۔
2. طلبہ کو بتائیں کہ آج ہم گیارہ سے بیس تک گنتی اُردو ہند سوں اور لفظوں میں لکھنا سیکھیں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. تختۂ تحریر پر گیارہ سے بیس تک گنتی اُردو ہند سوں اور لفظوں میں لکھیں۔

ہندسوں میں	لفظوں میں	ہندسوں میں	لفظوں میں
۱۱	گیارہ	۱۶	سولہ
۱۲	بارہ	۱۷	سترہ
۱۳	تیرا	۱۸	اٹھارہ
۱۴	چودہ	۱۹	انیس
۱۵	پندرہ	۲۰	بیس

2. طلبہ سے کہیں کہ تختۂ تحریر پر لکھی 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 نمبر2:

1. استاد/استانی تختہ تحریر پر ایک نامکمل کالم تحریر کریں۔

ہندسوں میں	لفظوں میں	ہندسوں میں	لفظوں میں
۱۱			سولہ
	بارہ	۱۷	
۱۳			اٹھارہ
	چودہ	۱۹	
۱۵			بیس

2. طلبہ اُس کو کاپی پر لکھیں۔
3. جہاں پر گنتی ہندسوں میں نہیں ہے، مکمل کریں۔
4. جہاں پر گنتی لفظوں میں نہیں ہے مکمل کریں۔
5. اساتذہ طلبہ کی مناسب رہ نمائی کی حوصلہ افزائی کرے۔

نتیجہ/خلاصہ: 3منٹ

طلبہ گیارہ سے بیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے گنتی کا ہندسوں اور لفظوں میں میل ملوائیں۔

بارہ	۱۵
تیرہ	۱۷
پندرہ	۱۳
سترہ	۱۲

2. آخر میں طلبہ کے کام کا جائزہ لیں۔
3. طلبہ کی سرگرمی مکمل کرنے پر حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گیارہ سے بیس تک گنتی اُردو ہندسوں اور لفظوں میں کاپیوں پر لکھ کر لائیں۔

سبق نمبر
57

سُن کر ہدایات پر عمل کرنا

طلبہ کے حاصلاتِ تعلم

- سُن کر ہدایات پر عمل کر سکیں۔

معلومات برائے اساتذہ

1. اُستاد/اُستانی طلبہ کو کمرا جماعت میں چھوٹی چھوٹی ہدایات دیتے رہیں جن پر وہ آسانی سے عمل کر سکیں۔ جیسے: دروازہ بند کرنا، کتاب کھولنا، اُٹھنا، بیٹھ نا، ہاتھ کھڑا کروانا وغیرہ
2. اُستاد/اُستانی طلبہ کو ہدایات دیتے وقت خیال رکھیں کہ طلبہ کے درجے کے مطابق ہدایات واضح ہوں۔ جنہیں سُن کر طلبہ آسانی کے ساتھ اُن پر عمل کر سکیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ

تعارف: 5منٹ

1. طلبہ کو ہدایت دیں کہ میں جو کہوں گا غور سے سُن کر آپ نے اس پر عمل کرنا ہے۔
2. طلبہ سے کھڑا ہونے کا کہیں۔
3. طلبہ سے بیٹھنے کا کہیں۔
4. طلبہ سے بایاں ہاتھ اُٹھوانے کا کہیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. تمام جوڑوں سے کہیں کہ ایک دوسرے کے آمنے سامنے کھڑے ہوجائیں۔
3. تمام جوڑوں کو دیے گئے فلیش کارڈز دیں۔

کنگھی کرنا	کتاب پڑھنا	دعا کرنا	کرکٹ کھیلنا	آئینہ دیکھنا

4. تمام جوڑوں کو ہدایت دیں کہ ایک طالب علم/طالبہ فلیش کارڈ پر لکھی گئی ہدایت پڑھ کر سنائے گا دوسرے نے ہدایت سنتے ہی اُس پر عملی مظاہرہ کر کے دکھانا ہے۔ یہی سرگرمی پہلا طالب علم/طالبہ دوسرے کے ساتھ دُہرائے۔

سرگرمی نمبر2

1. اُستاد/اُستانی طلبہ کو دی گئی ہدایات کے مطابق سرگرمی کروائیں۔
   - کتاب کھولیں
   - کھڑے ہو جائیں
   - بیٹھ جائیں
   - دایاں ہاتھ کھڑا کریں
   - قلم نکالیں
   - تالی بجائیں
   - دونوں ہاتھ اوپر کریں۔
   - آنکھیں بند کریں۔
   - منہ پر ہاتھ رکھیں
   - دروازے کی طرف دیکھیں۔
2. تمام طلبہ کی حوصلہ افزائی کے لیے تالیاں بجوائیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ چھوٹی چھوٹی ہدایات سُن کر اُن پر عمل کرنے کے قابل ہوگئے ہیں۔

جائزہ/جانچ: 5منٹ

1. دو سے تین طلبہ دی گئی ہدایات پر عمل کروائیں۔
2. کسی ایک طالب علم/طالبہ کا نام لے کر کہیں "ادھر آؤ"
3. کسی ایک طالب علم/طالبہ کو دروازہ بند کرنے کا کہیں۔
4. کسی ایک طالب علم/طالبہ کو ہاتھ اُٹھانے کا کہیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر میں ابّو، امّی اور بڑے بہن بھائیوں سے گھر میں دی جانے والی ہدایات سُن کر نوٹ کریں اور اگلے دن کمرا جماعت میں باقی ساتھیوں کو سنائیں۔

سبق نمبر
58

سُن کر ساتھ ساتھ کہانی یا عبارت بلند آواز میں بولنا

طلبہ کے حاصلاتِ تعلم

- سُن کر ساتھ ساتھ کہانی یا عبارت بلند آواز سے بول سکیں یا دُہرا سکیں۔

معلومات برائے اساتذہ

1. بلند خوانی سے طلبہ اُستاد/اُستانی کی نقالی کر کے اپنی پڑھنے کی مہارتوں کو بہتر بناتے ہیں۔بلند آواز اور درست لب و لہجے سے طلبہ کی متن میں دل چسپی بڑھتی ہے۔
2. بلند خوانی سے طلبہ دیکھنے، پڑھنے، سننے اور سمجھنے کی صلاحیتیں متحرک ہوتی ہیں۔
3. اُستاد/اُستانی درست لب ولہجے، آواز کے اُتار چڑھاؤ اور تاثرات کے ساتھ بلند خوانی کرے۔
4. طلبہ کو شریک کرنے کے لیے کہانی کے آغاز، درمیان اور آخر میں سوالات کیے جا سکتے ہیں لیکن کہانی پڑھنے کے دوران بار بار وقفہ مناسب نہیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ

تعارف: 5منٹ

1. اُستاد/اُستانی بلند آواز سے کہانی سنائے۔ آواز تاثر اور لب لہجے کا خاص خیال رکھے۔
2. ایک طالب علم/طالبہ سے کہیں کہ وہ اپنی پڑھی ہوئی کہانی جماعت کے سامنے آکر سُنائے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. اُستاد/اُستانی درسی کتاب کے صفحہ ۳۶ تا ۳۷سے "چڑیا اور چوہا" کی بلند خوانی کریں۔
2. تلفظ لب ولہجے اور آواز کے اُتار چڑھاؤ پر خصوصی توجہ دیں۔
3. طلبہ کی توجہ برقرار رکھنے کے لیے دونوں صفحات پر موجود "ٹھہریں اور بتائیں" کے سوالات پوچھیں۔

سرگرمی نمبر:2

1. طلبہ کے جوڑے بنائیں
2. درسی کتاب کا صفحہ ۳۶ ایک طالب علم/طالبہ پڑھے۔دوسرا سنے اسی طرح صفحہ ۳۷دوسرا طالب علم/طالبہ پڑھے اور پہلا سنے۔
3. اُستاد/اُستانی طلبہ کی نگرانی کرے۔ تلفظ/ادائی کی اصلاح کریں۔

4. طلبہ سے پوچھیں کہ اگر آپ اس کہانی کا عنوان تبدیل کریں تو کیا عنوان رکھیں گے؟

نتیجہ/خلاصہ: 3منٹ

طلبہ سُن کر ساتھ ساتھ کہانی یا عبارت بلند آواز میں دہرا سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. ایک طالب علم/طالبہ کو جماعت کے سامنے آکر کہانی کا خلاصہ سُنانے کا کہیں۔
2. اچھی کارکردگی پر طلبہ حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ وہ درسی کتاب کے صفحہ ۱۳۴ تا ۱۳۵ پر موجود سبق "چلو میلا دیکھیں" بہن بھائیوں کے سامنے بلند خوانی کریں اور اگلے دن اپنے ہم جماعتوں کو بلند آواز میں سنائیں۔

نوٹس

سبق نمبر
59

الفاظ اور سادہ جملے درست آواز اور تلّفظ کے ساتھ ادا کرنا

طلبہ کے حاصلاتِ تعلم

- الفاظ اور سادہ جملے درست آواز اور تلّفظ کے ساتھ ادا کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ کے ذخیرہ الفاظ میں اضافہ کے لیے روزانہ ایک نیا لفظ درست تلّفظ سے سکھائیں اور طلبہ سے بلند آواز میں پڑھوائیں۔
2. طلبہ سے چھوٹے چھوٹے جملے بنوائیں اور پڑھوائیں۔
3. کوشش کریں کہ ہر طالب علم/طالبہ نیا جملہ بنائے۔جملے سادہ ہوں اور طلبہ کی ذہنی سطح اور ماحول کے مطابق ہوں۔
4. طلبہ کو بات چیت کے زیادہ سے زیادہ مواقع دیں۔طلبہ سے ان کی پسند نا پسند کے بارے میں پوچھیں۔
5. طلبہ سے ایسے سوال پوچھیں جن کو جواب دینے سے ان کی خوداعتمادی میں اضافہ ہوتا ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ

تعارف: 5منٹ

1. اُستاد/اُستانی ایک سادہ جملہ بولے۔
2. طلبہ سے چند سادہ جملے بنوائیں۔

جملے

- میرا نام نائلہ ہے۔
- میں ایبٹ آباد میں رہتی ہوں۔
- میرا گھر دومنزلہ ہے۔
- میں ایک اُستانی ہوں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. دونوں طلبہ مل کر اپنے پسندیدہ پھل کے بارے میں چار/پانچ جملے بنائیں اور ایک دوسرے کو سنائیں۔
3. اُستاد/اُستانی طلبہ کی نگرانی کرے اور تلفّظ اور قواعد کی اصلاح کرے۔

سرگرمی نمبر2:

1. چند طلبہ کو جماعت کے سامنے آکر سرگرمی نمبر 1 میں بنائے گئے جملے سنانے کا کہیں۔
2. اُستاد/اُستانی طلبہ کی اصلاح کرے۔
3. درست تلفظ/ادائی پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ الفاظ اورسادہ جملے درست آواز اور تلفظ کے ساتھ ادا کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے پھلوں/سبزیوں کے بارے میں دیے گئے سوالات پوچھیں۔

سوالات

- آپ کا پسندید پھل کون سا ہے؟
- آپ کون سی سبزی شوق سے کھاتے ہیں؟
- آپ پھل کہاں سے خریدتے ہیں؟

مشق: 2منٹ

درسی کتاب کے صفحہ 110 پر "لفظوں کا کھیل"، سرگرمی میں نئے الفاظ بنا کر جملوں میں استعمال کریں اور جماعت میں آکر سنائیں۔

نوٹس

سبق نمبر
60

اکیس سے تیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا

طلبہ کے حاصلاتِ تعلم

- اکیس سے تیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔

معلومات برائے اساتذہ

1. گنتی ہندسوں اور لفظوں میں سیکھنا علم ریاضی کی بنیادی مہارت ہے۔
2. ایک سے سو تک گنتی ہند سوں اور لفظوں میں لکھ کر سیکھنا بہت ضروری ہے۔
3. روزمرہ زندگی میں ہم لین دین اور خرید و فروخت میں بھی ہند سوں کا استعمال کرتے ہیں۔ جس سے طلبہ کو گنتی کی ہندسوں اور لفظوں میں پہچان اور لکھنے کا علم بہت اہم ہے۔
4. حساب کتاب اور علم ریاضی میں بھی ہندسوں کی اپنی اہمیت ہے۔ اس لیے طلبہ سے گنتی کو ہندسوں اور لفظوں میں لکھنے کی بار بار مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. عزیز طلبہ! پچھلے سبق میں ہم نے گیارہ سے بیس تک گنتی اُردو ہندسوں اور لفظوں میں سیکھ چکے ہیں۔
2. طلبہ کو بتائیں کہ آج ہم اکیس سے تیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا سیکھیں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. تختۂ تحریر پر اکیس سے تیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھیں۔
2. طلبہ سے کہیں کہ تختۂ تحریر پر لکھی گنتی پڑھیں۔

ہندسوں میں	لفظوں میں	ہندسوں میں	لفظوں میں
۲۱	اکیس	۲۶	چھبیس
۲۲	بائیس	۲۷	ستائیس
۲۳	تئیس	۲۸	اٹھائیس
۲۴	چوبیس	۲۹	انتیس
۲۵	پچیس	۳۰	تیس

3. طلبہ سے کہیں کہ گنتی کو اپنی کاپیوں پر لکھیں۔
4. سرگرمی کے لیے طلبہ کو ۱۰ منٹ کا وقت دیں۔
5. اُساتذہ مناسب رہ نمائی کریں۔

سرگرمی نمبر2:

1. اُستاد/اُستانی تختہ تحریر پر ایک نا مکمل کالم تحریر کریں۔

ہندسوں میں	لفظوں میں	ہندسوں میں	لفظوں میں
۲۱			چھبیس
	بائیس		ستائیس
	تئیس	۲۸	
۲۴		۲۹	
	پچیس		تیس

2. طلبہ اُس کو کاپی پر لکھیں۔
3. جہاں پر گنتی ہند سوں میں نہیں ہے مکمل کریں۔
4. جہاں پر گنتی لفظوں میں نہیں ہے مکمل کریں۔
5. اُساتذہ مناسب رہ نمائی کریں اور درست لکھنے پر طلبہ کو شاباش دیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ اکیس سے تیس تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے گنتی کا ہندسوں اور لفظوں میں میل ملوائیں۔

۲۳	انتیس
۲۵	ستائیس
۲۷	پچیس
۲۹	تیس

2. آخر میں طلبہ کے کام کا جائزہ لیں۔
3. طلبہ کی سرگرمی مکمل کرنے پر حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ اکیس سے تیس تک گنتی اُردو ہندسوں اور لفظوں میں کاپیوں پر لکھ کر لائیں۔

سبق نمبر
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امر و نہی کے جملے سُن کر عمل کر کے ادا کرنا اور جملے بنانا

طلبہ کے حاصلاتِ تعلم

- فعل امر و نہی کے جملے بنانا سیکھ سکیں۔
- امر و نہی کے جملے ادا کر سکیں۔
- امر و نہی کے جملے سن کر عمل کر سکیں۔

معلومات برائے اساتذہ

1. فعل امر وہ فعل ہے جس میں کسی کام کے کرنے کا حکم پایا جائے مثلاً: کھڑکی بند کرو۔
2. فعل نہی وہ فعل ہے جس میں کسی کام کے کرنے سے روکا جائے مثلاً: جھوٹ مت بولو۔
3. فعل امر کے صرف دو صیغے ہوتے ہیں 1) واحد حاضر 2) جمع حاضر
4. اساتذہ درستی کتاب میں مختلف عبارات اور مشقی سوالات میں سے فعل امر و نہی کی نشان دہی کروائیں۔
5. طلبہ کی ذہنی استعداد کو ملحوظِ خاطر رکھتے ہوئے ایسے جملوں کا انتخاب کریں جنھیں طلبہ سن کر عمل کر سکیں اور پھر انھیں ادا کر سکیں۔
6. طلبہ کو فعل امر و نہی کے جملے بنانا سکھائیں اور انھیں خوب مشق کروائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ۔

تعارف: 5منٹ

1. استاد/استانی جدول میں دیے گئے جملے اپنی ڈائری میں لکھے۔
2. استاد/استانی ان جملوں کو بلند آواز سے پڑھے اور طلبہ سے انھیں غور سے سننے کا کہے۔
   - شاباش بیٹا! بیٹھ جاؤ۔
   - شور مت کرو۔
   - کتاب کھولو۔
   - دیوار پر نہ لکھو
3. طلبہ سے پوچھیں کہ ان جملے مین کیا کام کرنے کا کہا گیا ہے اور کسی کام سے روکا گیا ہے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں۔
2. طلبہ سے درسی کتاب کے صفحہ نمبر ۱۲۵ پر "آؤ کریں کام" کے تحت دیے گئے جملوں پر عمل کروائیں۔

3. ایک گروپ کو کمرا جماعت میں فعلِ امر کے بارے میں سوچنے کا کہیں۔
4. دوسرے گروپ کو کمرا جماعت میں فعلِ نہی کے بارے میں سوچنے کا کہیں۔
5. طلبہ سوچ کر سادہ جملے بنائیں۔
6. اُستاد/اُستانی ہدایات دے کر رہ نمائی کرے۔
7. مثال پیش کریں۔ مثلاً: تختہ تحریر طرف دیکھو۔ (فعلِ امر) کمرے میں کچرا مت پھینکو۔(فعلِ نہی)
8. پہلا گروپ فعلِ امر سے متعلقہ جملہ کلاس میں سنا ئے
9. دوسرا گروپ فعلِ نہی سے متعلقہ جملہ کلاس میں سنائے۔
10. اب پہلا گروپ فعلِ نہی سے متعلقہ کوئی جملہ سوچ کر بتائیں جب کہ دوسرا گروپ فعلِ امر سے متعلقہ کوئی جملہ سوچ کر بتائیں۔
11. طلبہ کو یہ سرگرمی مکمل کرنے کے لیے دس منٹ کا وقت دیں۔

سرگرمی نمبر2:

1. طلبہ کے دونوں گروپ برقرار رکھیں۔
2. جدول میں دیے گئے جملے تختۂ تحریر پر لکھے۔

رات کو جلدی سو۔	قطار بناؤ۔
بغیر اجازت کسی کی چیز نہ لو۔	اچھے اخلاق اپناؤ۔
پھول مت توڑو۔	اپنا کام وقت پر کرو۔
کسی کو گالی مت دو۔	اپنا کمرا صاف رکھو۔
بہانے مت بناو۔	زیادہ گرم کھانا نہ کھاؤ۔

3. طلبہ سے ان جملوں میں سے فعلِ امر اور فعلِ نہی کے جملوں کی نشان دہی کروائیں۔
4. طلبہ کی رہ نمائی کریں اور تمام طلبہ کی شرکت کو یقینی بنائیں۔
5. آخر میں گروپ (۱) فعل امر کے جملے پڑھ کر سُنائے اور گروپ(۲) فعل نہی کے جملے پڑھ کر سُنائے۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے بعد طلبہ اس قابل ہو گئے ہیں کہ وہ امر و نہی کے جملے سن کر عمل کر سکتے ہیں۔ اس کے علاوہ امر و نہی کے جملے ادا کرنا اور بنانا بھی سیکھ چکے ہیں۔

جائزہ/جانچ: 5منٹ

1. تختۂ تحریر پر درج ذیل الفاظ لکھیں۔
   - ادب- پھول- شور- پانی
2. چند طلبہ سے کہیں کہ ان الفاظ سے فعل امر یا فعل نہی کا کوئی جملہ بنائیں اور تختۂ تحریر پر لکھیں۔
3. درست جملہ بنانے پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ درسی کتاب کے صفحہ ۱۱۰ پر سوال نمبر ۴ کے تحت دیے گئے جملوں کو فعلِ نہی میں تبدیل کریں اور اپنی کاپیوں پر لکھیں۔

مهینہ

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سبق نمبر
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واقعات کہانیاں یا ہدایات سُن کر اپنے ردعمل کا زبانی اظہار کرنا

طلبہ کے حاصلاتِ تعلم

- واقعات، کہانیاں یا ہدایات سُن کر اپنے ردِّ عمل کا زبانی اظہار کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو واقعات اور کہانیاں سنائیں اور ان سے متعلق سوالات پوچھیں۔
   - واقعے/کہانی کا کون سا کردار آپ کو پسند آیا اور کیوں؟
   - واقعے/کہانی کا کون سا کردار آپ کو پسند نہیں آیا اور کیوں؟
2. واقعے/کہانی سے حاصل ہونے والی معلومات طلبہ سے اخذ کروائیں۔
3. طلبہ کو واقعات/کہانیوں سے حاصل ہونے والی معلومات اور اخلاقی سبق کو اپنی روزمرہ زندگی میں بروئے کارلانے کا کہیں۔ جیسے:
4. اتفاق رائے کی صورت میں عملی کام کریں اور محنت کو اپنا شعار بنائیں۔
5. اختلافِ رائے کی صورت میں لڑائی جھگڑے کی بجائے بات چیت سے مسئلے کا حل نکالا جائے۔

دورانیہ: 70منٹ/دو پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ۔

تعارف: 5منٹ

1. اُستاد/اُستانی طلبہ کو مختصر کہانی سنائے اور ان کا ردِّعمل جدول میں دیے گئے سوالات کے ذریعے حاصل کرے۔2
   - آپ کو کہانی میں کیا بات پسند آئی اور کیا پسند نہیں آئی؟
   - اس کہانی سے کیا سبق/پیغام ملتا ہے؟

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. اُستاد/اُستانی طلبہ کو دوست وہ جو مصیبت میں کام آئے عنوان پر کہانی سُنائے۔
3. طلبہ کو ایک دوسرے کو کہانی کا خلاصہ سُنانے کا کہیں۔
4. اُستاد/اُستانی طلبہ کی نگرانی اور مناسب رہ نمائی کرے اور انھیں اچھی کارکردگی پر شاباش دے۔

سرگرمی نمبر2:

1. طلبہ سے کہانی کے بارے میں جدول میں دیے گئے سوالات کریں۔
   - دوست کہاں جا رہے تھے؟
   - جنگل میں انھیں کیا دکھائی دیا؟
   - ایک دوست زمین پر کیوں لیٹ گیا؟
   - کہانی سے کیا سبق ملتا ہے؟
2. درست جواب پر طلبہ کی حوصلہ افزائی کریں۔
3. طلبہ کو اپنی رائے کے آزادانہ اظہار کا موقع دیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ واقعات: کہانیاں/ہدایات سُن کر اپنے ردِّعمل کا زبانی اظہار کرنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. دو طلبہ سے جدول میں دیے گئے سوال پوچھیں۔
   - آپ کو کہانی کا کون سا حصّہ زیادہ پسند آیا؟ کیوں
   - کہانی کا کون سا حصّہ آپ کو اچھا نہیں لگا؟ کیوں
2. درست جواب پر حوصلہ افزائی کریں۔

مشق: 2منٹ

درسی کتاب کے صفحہ ۱۱۷ تا ۱۱۸ پر "پڑھیں" کے تحت دی گئی کہانی غور سے پڑھیں اور اس کے آخر میں دیے گئے سوالات ایک دوسرے سے پوچھیں۔

سبق نمبر
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ایک سے بیس تک درست عددی ترتیب لکھنا

طلبہ کے حاصلاتِ تعلم

- ایک سے بیس تک درست عددی ترتیب لکھ سکیں۔

معلومات برائے اساتذہ

1. اساتذہ طلبہ کو عددی ترتیب درست طریقے سے لکھنا سکھائیں۔
2. اعداد کا صحیح اور با معنی استعمال کریں اور مثالوں سے وضاحت کریں۔ مثلاً:
   - انیسویں صدی میں فلاں فلاں واقعہ پیش آیا۔
   - ہماری گلی میں پندرھواں گھر جمیلہ کا ہے۔
   - ایک سے بیس تک عددی ترتیب کو با معنی طریقے سے سمجھائیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ۔

تعارف: 5منٹ

1. پچھلے اسباق میں ہم ایک سے بیس تک گنتی ہندسوں اور لفظوں میں لکھنا سیکھ چکے ہیں۔
2. آج ہم ایک سے بیس تک عددی ترتیب لکھنا سیکھیں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. استاد/استانی تختہ تحریر پر ایک سے بیس تک اعداد تحریر کریں۔

۱	۲	۳	۴	۵	۶	۷
۸	۹	۱۰	۱۱	۱۲	۱۳	۱۴
۱۵	۱۶	۱۷	۱۸	۱۹	۲۰	

2. استاد/استانی طلبہ کو بتائیں کہ ان اعداد کے علاوہ ایک اور عددی ترتیب ہوتی ہے۔
3. استاد/استانی عددی ترتیب تختہ تحریر پر تحریر کریں۔

۱ پہلا	پہلی	۱۱گیارھواں	گیارھویں
۲ دوسرا	دوسری	۱۲بارھواں	بارھویں
۳ تیسرا	تیسری	۱۳تیرھواں	تیرھویں
۴چوتھا	چوتھی	۱۴چودھواں	چودھویں
۵پانچواں	پانچویں	۱۵پندرھواں	پندرھویں
۶چھٹا	چھٹی	۱۶سولھواں	سولھویں
۷ساتواں	ساتویں	۱۷سترھواں	سترھویں
۸آٹھواں	آٹھویں	۱۸اٹھارھواں	اٹھارھویں
۹نواں	نویں	۱۹انیسواں	انیسویں
۱۰دسواں	دسویں	۲۰بیسواں	بیسویں

4. طلبہ سے کہیں کہ عددی ترتیب کو کاپیوں پر لکھیں۔
5. استاد/استانی عددی ترتیب کا فرق سمجھائیں۔

سرگرمی نمبر2:

1. جدول میں دیے گئے جملے تختۂ تحریر لکھیں۔

- بائیں طرف کی۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔ دُکان اجمل کی ہے۔ پانچواں، پانچویں
- آج رمضان کا۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔ روزہ ہے۔ دسواں، دسویں
- عالیہ۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔ جماعت میں پڑھتی ہے۔ نواں، نویں
- علامہ اقبال۔۔۔۔۔۔۔۔۔۔۔۔ صدی میں پیدا ہوئے۔ انیسواں، انیسویں

2. طلبہ کی مدد سے جملے مکمل کریں تاکہ طلبہ عددی ترتیب کا درست طریقے سے استعمال سیکھ سکیں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ ایک سے بیس تک عددی ترتیب سیکھ چکے ہیں اور اس کو عملی زندگی میں استعمال بھی کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے عددی ترتیب کا فرق تختۂ تحریر پر جدول میں دیے گئے جملے لکھ کر پوچھیں۔

- احمد کی کلاس میں۔۔۔۔۔۔۔۔ پوزیشن ہے۔
- گاؤں میں ہمارا گھر۔۔۔۔۔۔۔۔۔۔ نمبر آتا ہے۔
- آج میری۔۔۔۔۔۔۔۔۔۔ سالگرہ ہے۔

2. درست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ وہ درسی کتاب کے صفحہ نمبر ۱۲۳ پر "لفظوں کا کھیل" کے تحت ہندسوں کے سامنے عددی ترتیب لکھیں۔

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گھر اور اِسکول میں پیش آنے والے مسائل کا حل تلاش کرنا

طلبہ کے حاصلاتِ تعلم

- گھر اور اسکول میں پیش آنے والے چھوٹے چھوٹے مسائل کا حل بات چیت اتفاقِ رائے سے تلاش کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو اکثر و بیشتر گھر یا اِسکول میں چھوٹے چھوٹے مسائل کا سامنا کرنا پڑتا ہے۔
2. اساتذہ کرام کو چاہیے کہ وہ ان مسائل کو نظر انداز نہ کریں بلکہ ان مسائل کے حل کے لیے کوشش کریں تاکہ طلبہ بھی عام زندگی میں مسائل کے حل کی کوشش احسن طریقے سے کر سکیں۔
3. جب طلبہ خود اپنے مسائل حل کرنے کے قابل ہوں گے تو اُن میں احساسِ ذمہ داری پیدا ہوگا اور آگے چل کر نہ صرف ان کے اعتماد میں اضافہ ہوگا بل کہ خود سے فیصلہ کرنے کا مادہ بھی پیدا ہوگا۔

دورانیہ: 70منٹ/دو پیریڈ

وسائل/ذرائع

درسی کتاب برائے دُوم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر، چارٹس وغیرہ۔

تعارف: 5منٹ

- کیا آپ کو گھر یا اِسکول میں کوئی مسئلہ پیش آیا ہے؟ جواب ہاں کی صورت میں آنے پر طلبہ سے مسئلے کے بارے میں پوچھیں۔
- کیا آپ نے کسی کو مشورہ دیا ہے؟ اگر طلبہ ہاں میں جواب دیں تو دو یا تین طلبہ سے ان کے دیے گئے مشورے کے بارے میں پوچھیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو چار گروپوں میں تقسیم کریں۔
2. ہر گروپ کو دیے گئے مسائل میں سے پیش آنے والا ایک ایک مسئلہ تفویض کریں۔
   - علی/حنا اپنا قلم گھر میں چھوڑ کے آیا/آئی ہے۔
   - فہد/جملہ کی اُردو کی کتاب گم ہو گئی ہے۔
   - فہد/جمیلہ گھر کا کام/ہوم ورک نہیں کرتا/کرتی۔
   - فہد/جملہ گروہی کام میں دلچسپی نہیں لیتا/لیتی۔
   - فہد/جمیلہ اکثر گندا یونی فارم پہن کر آتا/آتی ہے۔
3. طلبہ سے کہیں کہ دیے گئے مسئلے کے بارے میں گروپوں میں بات چیت کریں اور اس کا مناسب حل سوچیں۔

4. طلبہ کو سوچنے کے لیے ۱۰ منٹ کا وقت دیں۔

سرگرمی نمبر 2:

1. باری باری ہر گروپ کو دیے گئے مسئلے کا حل کمرا جماعت میں پیش کرنے کا موقع فراہم کریں۔
2. ہر گروپ کو پیش کش کے لیے دو سے تین منٹ کا وقت دیں۔
3. اپنا نقطۂ نظر پیش کرنے پر طلبہ کی حوصلہ افزائی کریں۔ جہاں ضرورت ہو اساتذہ اپنا نقطۂ نظر شامل کریں۔

نتیجہ/خلاصہ: 3منٹ

ان سرگرمیوں کے بعد طلبہ روز مرہ زندگی میں پیش آنے والے مسائل کے بارے میں مثبت انداز میں سوچنے کے قابل ہو گئے ہیں اور وہ ان مسائل کا حل بھی خود سے ڈھونڈ سکتے ہیں۔

جائزہ/جانچ: 5منٹ

کمرا جماعت میں چند طلبہ اپنی کاپیوں سے کاغذ پھاڑ کر بے احتیاطی سے پھینکتے ہیں، جس سے کمرا جماعت کا ماحول گندا ہوتا ہے۔ طلبہ سے اس مسئلے کا مناسب حل نکالنے کے لیے ان کی رائے لیں

مشق: 2منٹ

اپنی بڑی بہن/بھائی سے بات چیت کر کے بتائیں کہ آپ کا دوست آپ سے ناراض ہوجائے تو آپ ناراضی کو کیسے دو ر کریں گے؟

نوٹس

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روزمرّہ معاملات (اسکول، گھر، محلے کھیل کے میدان) میں رواداری اختیار کرنا

طلبہ کے حاصلاتِ تعلم

- روزہ مرّہ معا ملات (اسکول، گھر، محلے، کھیل کے میدان) میں رواداری اختیار کر سکیں۔

معلومات برائے اساتذہ

1. اُستاد/اُستانی طلبہ کو وقتاً فوقتاً اتفاقِ رائے کی ترغیب دیں۔
2. اختلا ف رائے کی صورت میں لڑائی جھگڑے کی بجائے بات چیت سے مسئلے کا حل نکالنے کا کہیں۔
3. کسی طالب علم/طالبہ کو اُس کی قوم، مذہب، نسل اوررنگ کی وجہ سے تعصب کا نشانہ نہ بنائیں۔
4. کھیل کے دوران برداشت پیدا کرنے کی ترغیب دیں اور عدم برداشت سے روکیں۔
5. ہار اور جیت دونوں صورتوں میں نتیجہ قبول کرنے کی صلاحیت پیدا کریں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، چارٹ و غیرہ

تعارف: 5منٹ

1. اُستاد/اُستانی طلبہ سے جدول میں دیے گئے سوالات پوچھیں۔
   - آپ کا دوست آپ سے ناراض ہے آپ اُسے کیسے منائیں گے؟
   - کھیل کے دوران آپ ہار کو کیسے قبول کریں گے؟
2. دو سے تین طلبہ کو بولنے کا موقع دیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے دو گروپ بنائیں
2. گروپ میں چارٹ اور مارکر دیں۔
3. طلبہ کو ہدایت دیں کہ آپ "بیڈ منٹن" کھیل رہے ہیں۔ اُس میں ایک ٹیم جیت گئی اور دوسری ہار گئی۔
4. گروپ "الف" نے لکھنا ہے کہ جیتنے والی ٹیم کو جیت کے بعد کیا رویہ اختیار کر چاہیے۔
5. گروپ "ب" نے لکھنا ہے کہ ہارنے والی ٹیم کو کیا طرزِ عمل اپنانا چاہیے۔
6. اُستاد/اُستانی دونوں گروپوں کی رہ نمائی اور اصلاح کرے۔

7. سرگرمی مکمل کرنے کے لیے طلبہ کو ۱۰منٹ کا وقت دیں۔

سرگرمی نمبر2:

1. گروپ لیڈر منتخب کریں۔
2. دونوں گروپوں میں کیا جانے والا کام کمرا جماعت میں گروپ لیڈر کے مدد سے پیش کریں۔
3. کام مکمل کرنے پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ روزمرّہ معاملات (اسکول، گھر، محلے، کھیل کے میدان) میں روادری اختیار کرسکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے پوچھیں:
   - جیتنے والی ٹیم کو ہارنے والی ٹیم کے ساتھ کیسے پیش آنا چاہیے؟
   - ہار سے کیا فائدہ اٹھایا جا سکتا ہے؟

مشق: 2منٹ

طلبہ سے کہیں کہ وہ اپنی کاپی پر ہم جماعت دوستوں کی مدد کے بارے میں چند جملے لکھیں اور دوسرے دن کمرا جماعت میں باقی ساتھیوں کو سنائیں۔

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منفی جُملے بنانا سیکھنا

طلبہ کے حاصلاتِ تعلم

- منفی جملے بنانا سیکھ سکیں۔

معلومات برائے اساتذہ

1. فعل کی تین حالتیں ہوتی ہیں: مثبت، منفی، استفہامیہ / سوالیہ
2. مثبت:۔ فعل میں کام کے کرنے یا ہونے کا ذکر ہو۔ جیسے: اکرم نے سبق پڑھا۔
3. منفی:۔ فعل میں کام نہ کرنے یا نہ ہونے کا ذکر ہو۔جیسے: اکرم نے سبق نہیں پڑھا۔
4. استفہامیہ یا سوالیہ:۔ فعل میں کام کے بارے میں سوال کیا گیا ہو۔ جیسے: کیا اکرم نے سبق پڑھا؟
5. مثبت سے منفی جملے بنانے کے لیے فعلِ مثبت سے پہلے "نہ" یا "نہیں" لگائیں۔ مثلاً: لکھا سے' نہ لکھا/ نہیں لکھا'، پڑھتا ہے سے 'نہیں پڑھتا ہے 'اور جائے گا سے 'نہیں جائے گا/گی 'وغیرہ۔
   - فعلِ نہی اور فعلِ منفی دو الگ الگ فعل ہیں۔ ان دونوں میں بنیادی فرق یہ ہے کہ:
   - فعلِ نہی میں کسی کام کے کرنے سے منع کیا جاتا ہے جب کہ
   - اس کے پر خلاف فعلِ منفی سے کسی کام کا نہ کرنا یا نہ ہونا ظاہر ہوتا ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، چاک/مارکر، ڈسٹر/جھاڑن وغیرہ۔

تعارف: 5منٹ

1. تختۂ تحریر پر درج ذیل جملے لکھیں۔
   - احمد اسکول جاتا ہے۔
   - احمد اسکول نہیں جاتا۔
   - کیا احمد اسکول جائے گا؟
2. طلبہ سے پوچھیں کہ ان جملوں میں فعل کی کون سی حالت استعمال ہوئی ہے۔
3. اگر طلبہ جواب نہ دے سکیں تو رہ نمائی کریں۔
4. جملہ نمبر ۲ یعنی منفی جملے کی وضاحت کرتے ہوئے طلبہ کو عنوان کی طرف لائیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. جدول میں دیے گئے جملے تختۂ تحریر پر لکھیں۔

سادہ/سوالیہ جملے	منفی جملے
آمنہ سکول جاتی ہے۔	آمنہ سکول نہیں جاتی۔
ہم میلے کی سیر کو جائیں گے۔	ہم میلے کی سیر کو نہیں جائیں گے۔
کیا دروازہ بند ہے؟	دروازہ بند نہیں ہے۔
کیا تمھارا گھر قریب ہے؟	تمھارا گھر قریب نہیں ہے۔
طلبہ میدان میں کھیل رہے ہیں۔	طلبہ میدان میں کھیل نہیں رہے ہیں۔
فاطمہ نے خط لکھا۔	فاطمہ نے خط نہیں لکھا۔

3. طلبہ کو بتائیں کہ سادہ جملوں میں فعل سے پہلے "نہ" یا نہیں لگانے سے منفی جملے بنتے ہیں۔
4. سوالیہ یا استفہامیہ جملے کی صورت میں لفظ "کیا" وغیرہ ہٹاکر "نہ" یا "نہیں" لگائیں۔
5. طلبہ کو منفی جملے بنانے کی خوب مشق کروائیں۔
6. طلبہ سے کہیں کہ وہ یہ جملے اپنی کاپیوں پر لکھیں۔

سرگرمی نمبر 2:

1. تختۂ تحریر پر جدول میں دیے گئے جملے لکھیں۔

سادہ/سوالیہ جملے	منفی جملے
ا۔موچی جُوتا سی رہا ہے۔	موچی جُوتا نہیں سی رہا ہے۔
۲۔بچہ آم کھاتا ہے۔	
۳۔کیا باغ میں تتلیاں بیٹھی ہیں؟	
۴۔ہم چترال کی سیر کو جائیں گے۔	
۵۔سارہ نے اپنی سالگرہ منائی۔	
۶۔کیا آپ اپنے دوست کی شادی میں گئے؟	

2. طلبہ سے کہیں کہ وہ ان جملوں کو منفی جملوں میں تبدیل کریں۔
3. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
4. ہر بچے کو شرکت کا موقع دیں۔
5. طلبہ سے کہیں کہ وہ جملے اپنی کاپیوں پر لکھیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے بعد طلبہ منفی جملے بنانا سیکھ گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. تختۂ تحریر پر جدول میں دیے گئے جملے لکھیں۔
   - پرندے ہوا میں اُڑ رہے ہیں۔
   - اُستانی کمرا جماعت میں ہے۔
2. طلبہ سے کہیں کہ وہ جملوں منفی جملوں میں تبدیل کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ وہ درسی کتاب کے صفحہ ۱۲۴ پر سوال ۷ کے تحت دیے گئے جملوں کو منفی جملوں میں تبدیل کر کے لکھیں۔

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نسبتاً طویل گفت گو سن کر باہمی ربط کو سمجھنا

طلبہ کے حاصلاتِ تعلم

- نسبتاً طویل گفت گو سُن کر باہمی ربط کو سمجھ سکیں۔
- ذرا طویل گفت گو یا بات سُن کر اور اس کے باہمی ربط کو سمجھ کر اپنے ذاتی ردِ عمل کا اظہار کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ سے مختلف موضوعات پر بات چیت کریں۔
2. گفت گو ان کے ماحول اور ذہنی سطح کے مطابق ہو۔
3. طلبہ کو بات چیت کے مواقع فراہم کریں۔ ہر طالب علم/طالبہ کو بولنے کا موقع دیں۔
4. طلبہ سے موضوعات سے جدول میں دیے گئے سولات جیسے سوال پوچھیں۔
   - اس عنوان کا کیا مطلب ہے؟
   - اس واقعے سے ہمیں سبق ملتا ہے؟
5. سادہ الفاظ اور جملوں کا استعمال کریں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ۔

تعارف: 5منٹ

1. طلبہ سے کہیں کہ وہ اپنے پسندیدہ کھلونے کے بارے سے میں چند باتیں سنائے۔
2. اس بارے میں ان سے جدول میں دیے گئے سوالات کریں۔
   - آپ نے یہ کھلونا کہاں سے خریدا؟

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں
2. جدول میں دی گئی عبارت تختۂ تحریر پر لکھیں۔

رات کے وقت آسمان پر چاند نظر آتا ہے۔ یہ ایک چمک دار جسم نظر آتا ہے۔ لیکن حقیقت میں اس کی اپنی روشنی نہیں ہوتی۔ یہ سورج کی روشنی پڑنے کی وجہ سے چمکتا نظر آتا ہے چاند زمین کر گرد گھومتا ہے یہ ایک چکر پورا کرنے میں اسے 47 یا 49 دن لگتے ہیں۔

3. اُستاد/اُستانی عبارت پڑھے اور اس کا مفہوم طلبہ کو سمجھائے۔
4. طلبہ کو عبارت کے بارے میں آپس میں بات چیت کرنے کا کہیں۔
5. اُستاد/اُستانی طلبہ کی نگرانی کرے۔

سرگرمی نمبر2:

1. چند طلبہ کو جماعت کے سامنے آکر عبارت کا خلاصہ سنانے کو کہیں۔
2. طلبہ سے عبارت کے بارے میں جدول میں دیے گئے سوالات پوچھیں۔
   - چاند کیوں روشن نظر آتا ہے؟
   - چاند کس کے گرد گھومتا ہے؟
3. درست جواب پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ نسبتاً طویل گفت گو سُن کر باہمی ربط کو سمجھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. دو طلبہ سے جدول میں دیے گئے سوال پوچھیں۔
   - چاند کو زمین کے گرد چکر پورا کرنے میں کتنا وقت لگتا ہے؟
   - چاند کی روشنی دراصل کس کی روشنی ہے؟
2. درست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ ٹیلی وژن پر بچوں کا کوئی پروگرام دیکھیں اور اس کے بارے میں تین جملے اپنی کاپیوں پر لکھ کر لائیں۔

نوٹس

سبق نمبر
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امالے کو حروف (نے، کو، میں، پر) کے حوالے سے سمجھنا

طلبہ کے حاصلاتِ تعلم

- امالے کو حروف (نے، کو، میں، پر) کے حوالے سے سمجھ سکیں۔

معلومات برائے اساتذہ

1. امالے کا لفظی مطلب ہے "جھکنا" انگریزی میں اسے "Declension" اور اس عمل کو "To decline" کہا جاتا ہے۔
2. اردو گرامر کی اصطلاح میں اس سے مراد کسی لفظ کے آخر میں آنے والے الف یا الف سے ملتی جلتی کسی دوسری آواز کو "ے" بدلنا ہے۔
   - جیسے: لڑکا: لڑکے نے کھانا کھایا۔
   - مدینہ: ہم مدینے پہنچ گئے۔
3. امالے کے اُصول کو اچھی طرح ذہن نشین کرکے ہم کئی غلطیوں کو سے بچ سکتے ہیں۔
4. یہ الفاظ جمع نہیں کہلاتے۔ جیسے: (کپڑا، کپڑے، جالا، جالے) وغیرہ

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. تختۂ تحریر پر درج ذیل جملے لکھیں۔
   - راستہ میں دکان ہے۔
   - راستے میں دکان ہے۔
2. طلبہ کو بتائیں کہ جملہ نمبر 1 امالہ کے بغیر لکھا گیا ہے۔ جب کہ جملہ نمبر 2 امالہ کے لحاظ سے لکھا گیا ہے۔
3. آج ہم امالے کو حروف (نے، کو، میں، پر) کے حوالے سے سمجھنے کی کوشش کریں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. تختۂ تحریر پر دو کالم (کالم الف اور کالم ب) بنائیں۔
2. جدول میں دیے گئے جملے تختۂ تحریر پر لکھیں۔
3. طلبہ سے کہیں کہ وہ ان جملوں کو غور سے پڑھیں۔

4. کالم (الف) کے جملے امالہ کے بغیر لکھے گئے ہیں، جب کہ کالم (ب) کے جملے اما لہ کے لحاظ سے لکھے گئے ہیں۔

کالم الف	کالم ب
وہ گدھا پر سوار ہے۔	وہ گدھے پر سوار ہے۔
پیالہ میں چائے ڈالو۔	پیالے میں چائے ڈالو۔
گھوڑا نے دوڑنا شروع کیا۔	گھوڑے نے دوڑنا شروع کیا۔
بچے کو اٹھاؤ۔	بچے کو اٹھاؤ۔

5. طلبہ سے کہیں کہ وہ درج بالا جملوں میں امالے کو حروف (نے، کو، میں، پر) کے حوالے سمجھنے کی کو شش کریں۔ جیسے: پہلے جملے میں حرف 'پر' دوسرے جملے میں 'میں' تیسرے میں 'نے' اور چوتھے جملے میں 'کو' خط کشید کریں۔ طلبہ کو ان حروف کے حوالے سے امالہ کا تصور سمجھائیں۔
6. طلبہ کو امالہ کی خوب مشق کروائیں۔

سرگرمی نمبر 2:

1. طلبہ کے جوڑے بنائیں۔
2. تختہ تحریر پر دیے گئے جملے لکھیں۔
   - گھوڑا پر سوار ہو جاؤ۔----------
   - کتے نے جھلانگ لگائی۔----------
   - کمرا کی بتی بجھاؤ۔----------
   - تا لا کو کھو لو۔----------
   - بچہ کو سلاؤ۔----------
   - لڑکا نے کھا نا کھا یا۔----------
3. طلبہ سرگر می نمبر 1 میں دی گئی مثالوں کے مطابق الفاظ کی اما لہ بنا کر دیے گئے جملے دو بارہ لکھیں۔
4. امالے کو حروف (نے، کو، میں، پر) کے حوالے سے سمجھنے کی کو شش کریں۔
5. تمام طلبہ کی شمو لیت کو یقینی بنائیں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
6. طلبہ کو یہ سرگرمی مکمل کرنے کے لے دس منٹ کا وقت دیں۔
7. طلبہ سے کہیں کہ وہ امالے کے لحاظ سے لکھے گئے جملے اپنی کاپیوں پر لکھیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے بعد طلبہ امالے کو حروف (نے، کو، میں، پر) کے حوالے سے سمجھنے کے قابل ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے کہیں کہ وہ امالہ کے لحاظ سے کوئی سے تین جملے کے لحاظ زبانی بنائیں۔
2. درست جملے بنانے پر طلبہ کی حو صلہ افزائی کریں۔

مشق: 2منٹ

طلبہ درسی کتاب کے صفحہ نمبر ۱۳۲ پر سوال ۷ کے تحت دیے گئے جملوں میں الفاظ کی امالہ بنا کر جملے دوبارہ لکھیں۔

مہینہ

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سبق نمبر
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موقع کی مناسبت سے تشکّر، تہنیت (مبارک باد) انکسار اور تاسف (افسوس کرنا) کے کلمات ادا کر سکیں

طلبہ کے حاصلاتِ تعلم

- موقع کے مناسبت سے تشکّر، تہنیت (مبارک باد)، انکسار اور تاسف (افسوس کرنا) کے کلمات ادا کر سکیں۔

معلومات برائے اساتذہ

1. روزمرّہ زندگی میں ہمیں کئی مراحل سے گزرنا پڑتا ہے اور مختلف مواقع کا سامنا کرنا پڑتا ہے۔
2. موقع محل کے مطابق کلمات ادا کرنا ایک فن ہے جو شائستگی اور تہذیب کی عکاسی کرتا ہے۔
3. تشکر یا شکریے کے موقع پر ہم عام طور پر مختلف کلمات ادا کرتے ہیں۔ جیسے: میں آپ کا بہت شکر گزار ہوں/مہربانی/بہت شکریہ۔ میں آپ کے بے حد ممنون ہوں وغیرہ۔
4. تہنیت (مبارک باد) کے موقع پر یہ الفاظ استعمال ہوتے ہیں: عید مبارک، شادی مبارک، سالگرہ مبارک وغیرہ
5. انکسار اور عاجزی کے اظہار کے لیے استعمال ہونے والے الفاظ یہ ہیں خاکسار، عاجز، ناچیز
6. تاسف یعنی افسوس کے موقع پر عموماً اس قسم کے الفاظ استعمال کیے جاتے ہیں۔ اُف، آہ، ہائے ہائے، افسوس صد افسوس، وغیرہ

دورانیہ: 70منٹ/دو پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ۔

تعارف: 5منٹ

1. طلبہ سے پوچھیں:
   - جب کوئی آپ کی مدد کرتا ہے تو جواب میں آپ اُسے کیا کہتے ہیں؟
   - آپ اپنے دوست کو سالگرہ کی مبارک باد کن الفاظ میں دیتے ہیں؟
   - اگر طلبہ جواب نہ دے سکیں تو اُن کی مناسب رہ نمائی کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. سادہ کاغذ پر درج ذیل کلمات لکھیں۔
   - تشکر کے کلمات
   - تہنیت کے کلمات
   - انکسار کے کلمات

- تاسف کے کلمات

2. سادہ کاغذ پر لکھے کلمات تختۂ تحریر پر چسپاں کریں۔
3. طلبہ سے کہیں کہ تشکّر کے موقع پر ہم اس قسم کے کلمات ادا کرتے ہیں۔شکریہ، بہت بہت شکریہ، مہربانی، میں آپ کا شکر گزار ہوں / میں آپ کا بے حد ممنوں ہوں وغیرہ
4. طلبہ سے کہیں کہ تہنیت کے کلمات عموماً ادا ہوتے ہیں۔عید مبارک، شادی مبارک، سالگرہ مبارک وغیرہ۔
5. جب ہمیں انکسار کے کلمات ادا کرنے ہوں تو ہم یوں کہتے ہیں۔ بندہ ناچیز، امقر، عاجز، خاکسار، تابع فرمان وغیرہ
6. طلبہ سے کہیں کہ افسوس یا تاسف کے موقع پر درج ذیل قسم کے کلمات ادا کیے جاتے ہیں۔
   - افسوس –صدافسوس، حیف، اُف، ہائے ہائے اہ وغیرہ
7. طلبہ کو ان کلمات کی خوب مشق کروائیں۔

سرگرمی نمبر2:

1. تختۂ تحریر پر دیا گیا جدول بنائیں۔

▪ تہنیت (مبارک باد) کے کلمات	عید مبارک، سالگرہ مبارک وغیرہ
▪ تشکر کے کلمات	شکریہ –مہربانی –ممنون رہو ں گاوغیرہ
▪ انکسار کے کلمات	آہ–افسوس–ہائے ہائے۔اُف وغیرہ
▪ تاسف کے کلمات	ناچیز–خاکسار،تابع فرمان وغیرہ

2. طلبہ سے کہیں کہ وہ ان کا درست میل ملائیں۔
3. طلبہ کی حوصلہ افزائی کریں اور بہ وقت ضرورت مناسب رہ نمائی کریں۔
4. طلبہ سے کہیں کہ وہ یہ کلمات اپنی کاپیوں پر لکھیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کی تکمیل کے بعد طلبہ موقع کی مناسبت سے تشکر، تہنیت (مبارک بادی)،انکسار اور تاسف کے کلمات ادا کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے پوچھیں: -
   - شکریہ، مہربانی وغیرہ کے الفاظ کس موقعے پر ادا کیے جاتے ہیں؟
   - افسوس، آہ، ہائے ہائے وغیرہ کے کلمات کا استعمال کس موقعے پر کیا جاتا ہے؟
   - درست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ اپنے بہن/بھائی کو تحفہ دینے، جواب میں شکریہ کہنے اور انکسار کے اظہار کی مشق کریں۔

سبق نمبر
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کتاب، کیلنڈر، جدول، ریل گاڑی، بس وغیرہ میں لکھے ہوئے سادہ پیغامات/ہدایات/اشتہارات پڑھنا اور سمجھنا

طلبہ کے حاصلاتِ تعلم

- کتاب، کیلنڈر، جدول، ریل گاڑی، بس وغیرہ میں لکھے ہوئے سادہ پیغامات/ہدایات/اشتہارات پڑھ اور سمجھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کی توجہ درسی کتاب (بالخصوص مشقی سوالات) میں دی گئی ہدایات کی طرف مبذول کرواتے رہیں تاکہ وہ انھیں پڑھ اور سمجھ سکیں۔
2. طلبہ سے بس اور پیدل سفر کرتے ہوئے پڑھی ہو ئی ہدایات کے بارے میں پوچھیں۔
3. طلبہ سے ریلوے اسٹیشن/بس اسٹینڈ پر موجود سادہ پیغامات کے بارے میں پوچھیں جیسے جدول میں دیے گئے ہیں۔
   - ٹکٹ، ٹکٹ گھر سے لیں۔
   - قطار بنائیں۔
   - پارک میں کھانے پینے کی اشیالے جانا منع ہے۔
   - اپنی باری پر آگے بڑھیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، چارٹ، تختۂ تحریر، چاک/مارکر، ڈسٹر/جھاڑن، وغیرہ۔

تعارف: 5منٹ

1. درسی کتاب کے صفحہ نمبر ۵ پر لفظوں کا کھیل کے ذیل میں موجود ہدایت پڑھیں اور طلبہ کو سمجھائیں۔
2. اب دو طلبہ سے اس کا مطلب پوچھیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں۔
2. دی گئی ہدایات تختۂ تحریر پر لکھیں۔
   - بینک اوقات کار: سوموار تا جمعۃ المبارک صبح ۹ بجے تا شام ۵ بجے۔
   - چیک یہاں جمع کروائیں۔
   - رقم یہاں سے وصول کریں۔

- بل جمع کروانے کی جگہ
- گاڑی یہاں پارک کریں۔
- پھول توڑنا منع ہے۔
- ماسک کے بغیر داخلہ منع ہے۔

3. طلبہ کو ہدایات پڑھائیں اور ان کا مفہوم سمجھائیں۔
4. طلبہ کو ایک دوسرے سے ہدایات کے بارے میں بات چیت کرنے کا کہیں۔
5. استاد/استانی طلبہ کی نگرانی کریں۔

سرگرمی نمبر 2:

1. چند طلبہ کو جماعت کے سامنے آکر ایک ایک ہدایات سُنانے کا کہیں۔

کیلنڈر پر درج ہدایات	اشتہارات
▪ فہرست تعطیلات ▪ عید کی تعطیلات چاند نظر آنے سے مشروط ہیں	▪ نیشنل بینک آف پاکستان قوم کا اپنا بینک ▪ صفائی کی عادت اپنائیں

2. طلبہ سے ہدایات کے بارے میں جدول میں دیے گئے سوالات پوچھیں۔
   - اس ہدایت کا مطلب کیا ہے: "رقم یہاں سے وصول کریں"
   - ہدایت کی وضاحت کریں: "پھول توڑنا منع ہے"
   - اشتہار میں کیا کہا گیا ہے: "صفائی کی عادت اپنائیں"
3. دُرست جواب پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

طلبہ کتاب، کیلنڈر، جدول، ریل گاڑی، بس وغیرہ میں لکھے ہوئے سادہ پیغامات/ہدایات/اشتہارات پڑھنے اور سمجھنے کے قابل ہوگئے ہیں۔

جائزہ/جانچ: 5منٹ

1. دو طلبہ سے جدول میں دیے گئے سوالات پوچھیں۔
   - بینک کب سے کب تک کھلا رہتا ہے؟
   - کیلنڈر پر لکھی اس ہدایات کا کیا مطلب ہے۔
2. دُرست جواب پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ درسی کتاب کے صفحہ نمبر ۱۳۳ پر موجود مسافروں کے لیے ہدایات پڑھیں اور ایک دوسروں کو سنائیں۔

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بچوں کے پروگرام دیکھ کر پسند/نا پسند کا اظہار کرنا

طلبہ کے حاصلاتِ تعلم

- ذرائع ابلاغ میں بچوں کے پروگرام وغیرہ دیکھ سکیں اور ذاتی پسند یا ناپسند کا ظہار کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ سے اُن کی پسند اور ناپسند کے بارے میں ضرور پوچھا کریں۔
2. طلبہ دوستانہ ماحول میں پسند/ناپسند کا اظہار کرتے ہوئے بہتر طور پر سیکھ جاتے ہیں۔
3. ذرائع ابلاغ میں بچوں کے پروگرام دیکھنے سے طلبہ میں سیکھنے کی صلاحیت پیدا ہوتی ہے۔ اس کے علاوٹیلی وِژن پر خبریں اور تاریخی پروگرام دیکھ کر طلبہ حالاتِ حاضرہ سے واقف ہوتے ہیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن وغیرہ

تعارف: 5منٹ

1. طلبہ سے پوچھیں:
   - آپ ٹیلی وژن پر کون کون سے پروگرام دیکھتے ہیں؟
   - اپنی پسند کے کسی ایک پروگرام کا نام بتائیں۔
   - دو سے تین طلبہ کو بولنے کا موقع دیں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کے جوڑے بنائیں
2. جوڑوں سے کہیں کہ آپ روزانہ ٹیلی وژن پر جو پروگرام دیکھتے ہیں اُس کے بارے میں تین سطریں اپنی کاپیوں پر لکھیں کہ آپ وہ پروگرام کیوں پسند کرتے ہیں؟
3. ہر جوڑا اپنے ساتھی کو کاپی پر لکھے جانے والے پروگراموں کے بارے میں پڑھ کر سنائے۔
4. سرگرمی کے لیے طلبہ کو ۱۰منٹ کا وقت دیں۔

سرگرمی نمبر2:

1. اُستاد/اُستانی طلبہ سے کہیں کہ ہر جوڑے میں ایک طالب علم/طالبہ ٹیلی وژن دیکھے جانے والے پسندیدہ پروگرام کے نام اور دوسرا طالب علم/طالبہ اپنی ناپسند یدہ پروگراموں کے نام لکھے۔
2. جوڑے میں ساتھی دوسرے ساتھی کو بتائے۔
3. سرگرمی کے لیے طلبہ کو ۵منٹ کا وقت دیں۔
4. آخر میں تین سے چارطلبہ کو پوری جماعت کے سامنے اپنی پسند ونا پسند کے پروگرام کے بارے میں بتانے کا مو قع دیں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے بعد طلبہ ذرائع ابلاغ(ٹیلی وژن، کمپیوٹر، موبائل فون) پر پروگرام دیکھ کر اپنی پسند/نا پسند کا اظہار کر سکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. طلبہ سے پوچھیں:
   - آپ ٹیلی ویژن، کمپیوٹر یا موبائل پر کون کون سے کارٹون دیکھتے ہیں؟
   - آپ کو سب سے زیادہ کون سے کارٹون پسند ہیں؟
   - کمرا جماعت میں دو سے تین طلبہ کو بولنے کا موقع دیں۔

مشق: 2منٹ

طلبہ سے کہیں گھر سے کاپی پر اپنی پسند کے/کی ایک ٹیلی وژن پروگرام کا نام لکھ کر لائیں اور پسند کی وجہ بھی لکھیں۔

نوٹس

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گفت گو کے آداب کا خیال رکھتے ہوئے روزمرّہ اُردو بول چال میں حصّہ لینا

طلبہ کے حاصلاتِ تعلم

- گفت گو کے آداب کا خیال رکھتے ہوئے روز مرہ اُردو بول چال میں حصّہ لے سکیں۔

معلومات برائے اساتذہ

1. طلبہ کوروزمرّہ گفت گو کے آداب کے بارے میں بتائیں۔
   - آواز نہ زیادہ اونچی ہونہ بہت آہستہ۔
   - گفت گو ٹھہر ٹھہر کر کی جائے۔
   - ہاتھ کے اشاروں اور چہرے کے تاثرات سے کام لیا جائے۔
   - کسی کی بات کاٹ کر بات شروع نہیں کرنی چاہیے۔
2. طلبہ سے وقتاً فوقتاً مختلف موضوعات پر بات چیت کریں۔
3. روزمرّہ گفت گو میں طلبہ کو شریک کرنے کے لیےان سے سوالات پوچھیں۔
4. طلبہ کو بتائیں کہ گفت گو کے ذریعے سے ہم اپنے خیالات، تاثرات اور احساسات دوسروں تک پہنچا سکتے ہیں۔
5. بات چیت کے ذریعے سے زبان سیکھنے کے ساتھ ساتھ معلومات میں اضافے کا موقع بھی ملتا ہے۔
6. طلبہ اپنے گھر اور ماحول کے بارے میں اظہار خیال کر سکتے ہیں۔
7. طلبہ کی خود اعتمادی میں اضافہ ہوتا ہے اور اُن کی جھجک دو ر ہوتی ہیں۔
8. طلبہ میں موقع محل کے مطابق بولنے کا ہنر پیدا ہوتا ہے۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختہ تحریر، مارکر/چاک، ڈسٹر/جھاڑن و غیرہ۔

تعارف: 5منٹ

1. چند طلبہ سے درج ذیل سوالات پوچھیں۔
   - آپ کے والد کیا نام ہے؟
   - آپ کے والد کیا کرتے ہیں؟
   - آپ کہاں رہتے ہیں؟
2. جواب دینے میں طلبہ کی رہ نمائی کریں۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو دو گروپوں میں تقسیم کریں۔
2. ہر گروپ میں سے ایک ایک طالب علم/طالبہ کو بلائیں۔
3. پہلے گروپ کا طالب علم/طلبہ دوسرے گروپ کے طالب علم/طالبہ سے سوالات پوچھے۔
   - آپ کا گھر کہاں ہے؟
   - آپ آج صبح کتنے بجے سکول پہنچے ہیں؟
   - جماعت دوم میں کتنے بچے/بچیاں ہیں؟
   - آج کتنے/بچیاں حاضر ہیں؟
   - آپ بہترین دوست کون ہے؟
4. باقی تمام طلبہ توجہ سے سنیں۔
5. اُستاد/اُستانی طلبہ کی نگرانی اوررہ نمائی کرے۔ مثبت گفت گو پر طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر2:

1. طلبہ کے جوڑے بنائیں۔
2. طلبہ ایک دوسرے سے گفت گو کرتے ہوئے جدول میں دیے گئے سوالات پوچھیں۔
   - آپ اسکول سے گھر کس وقت پہنچتے ہیں؟
   - گھر پہنچ کر آپ سب سے پہلے کیا کرتے ہیں؟
   - آپ کے محلے/گاؤں کا نام کیا ہے؟
   - آپ کے گھر کی کتنی منزلیں ہیں؟
   - آپ کے گھر میں کتنے کمرے ہیں؟
3. استاد/اُستانی طلبہ کی نگرانی اوررہ نمائی کرے۔ مثبت گفت گو پر طلبہ کی حوصلہ افزائی کریں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے بعد طلبہ گفتگو کے آداب کا خیال رکھتے ہوئے روزمرہ اُردو بول چال میں حصّہ لینے کے قابل ہوگئے ہیں۔

جائزہ/جانچ: 5منٹ

1. دوسے تین طلبہ سے گفت گو کرتے ہوئے جدول میں دیے گئے سوالات پوچھیں۔
   - آپ کو اسکول سے کتنے بجے چھٹی ہوتی ہے؟
   - آپ کے اسکول میں کتنے کمرے ہیں۔
   - آپ کے اسکول کے ہیڈ ٹیچر کا کیا نام ہے؟
2. مثبت بول چال پر طلبہ کی حوصلہ افزائی کریں۔

مشق: 2منٹ

طلبہ سے کہیں کہ درسی کتاب کے صفحہ ۱۴۰ پر موجود سوال ۵ کے مطابق ایک دوسرے سے بات چیت کریں۔

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سائن بورڈ، ٹریفک کے اشاروں اور ہدایات پڑھ کر عمل کرنا

طلبہ کے حاصلاتِ تعلم

- سائن بورڈ، ٹریفک کے اشارے اور ہدایات پڑھ کر عمل کر سکیں۔

معلومات برائے اساتذہ

1. طلبہ کے ساتھ درج ذیل معلومات کا تبادلہ کریں:
2. سائن بورڈ سے مراد وہ تختہ یا بورڈ ہے جو چوراہوں، شارع عام، سڑکوں، مارکیٹوں اور دکانوں پر اشتہارات یا نام لکھ کر تشہیر اور آگاہی کے واسطے لگایا جاتا ہے۔ جیسے آگے مرمت کا کام جاری ہے۔ بائیں طرف مڑیں۔ یہ عام شارع نہیں ہے، اپنے بچّوں کو حفاظتی ٹیکے لگوائیں۔ وغیرہ
3. اکثر سڑکوں اور چوراہوں پر تین قسم کی بتیاں لگی ہوتیں ہیں۔ یعنی سرخ، زرد اور سبز۔ یہ بتیاں ٹریفک کے اشاروں کے لئے استعمال ہوتیں ہیں۔
4. سرخ بتی اگر روشن ہو تو رکنا چاہئے۔ زرد بتی روشن ہوتے ہی چلنے کی تیاری کرنی چاہیے۔ سبز بتی روشن ہونے پر چلنا چاہیے۔
5. کسی مقام یا جگہ تک آسانی کے ساتھ پہنچنے کے لیے عموما بورڈ یا تختۂ تحریر پر ہدایات لکھے جاتے ہیں جیسے: اسپتال دائیں طرف ہے۔ (↱) اسکول بائیں طرف ہے۔ (↰) وغیرہ

دورانیہ: 35 منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، چاک/مارکر، جھاڑن/ڈسٹر مختلف سائن بورڈ کے تصاویر، ٹریفک بتیوں کی تصویر وغیرہ۔

تعارف: 5 منٹ

1. اُستاد/اُستانی "یہاں گاڑی کھڑی کرنا منع ہے" کا سائن بورڈ بنا کر دکھائیں اور درج ذیل سوال پوچھے۔
2. کیا آپ بتا سکتے ہیں اس علامت میں کیا پیغام دیا گیا ہے۔
3. طلبہ کے جوابات پر اُن کی حوصلہ افزائی کریں۔
4. اگر طلبہ جواب نہ دے سکیں تو خود وضاحت کریں۔

تصور کی پختگی: 20 منٹ

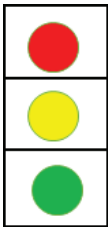
سرگرمی نمبر:1

1. طلبہ کو چار گروپوں میں تقسیم کریں اور ہر گروپ کو درج ذیل کارڈ دیں۔

گروپ 1:	پھول توڑنا منع ہے
گروپ 2:	انصاف کلاتھ ہاؤس، کوچی بازار پشاور
گروپ 3:	برائے خواتین برائے حضرات
گروپ4:	خبردار! کیمرے کی آنکھ دیکھ رہی ہے۔

2. طلبہ کو بتائیں کہ وہ گروپوں میں متعلقہ کارڈ کا مشاہدہ کریں اُن میں موجود پیغام سمجھنے کی کوشش کریں اور اُس میں موجود پیغام کے مطابق عمل کریں۔
3. مقررہ وقت کے بعد گروپ کو دو دو منٹ پیش کش کے لئے دیں۔
4. جہاں ضرورت ہو طلبہ کی رہ نمائی کریں۔

سرگرمی نمبر 2:



1. طلبہ کو تین گروپوں میں تقسیم کریں
2. ٹریفک کے اشاروں کو مدِ نظر رکھتے ہوئے چارٹ پر تینوں بتیوں کی الگ الگ تصاویر بنائیں۔
   - گروپ "الف" کو سرخ بتی والا چارٹ دیں
   - گروپ "ب" کو زرد/پیلی بتی والا چارٹ دیں
   - گروپ "ج" کو سبز بتی والا چارٹ دیں۔
3. طلبہ گروپوں میں تفویض شدہ بتیوں پر بات چیت کریں اور ہر بتی کا مقصد واضح کریں۔
4. آخر میں ہر گروپ سے ایک ایک طالب علم/طالبہ کو پیشکش کا موقع دیں اور اشاروں کے مطابق فرضی ڈرائیور کا کردار ادا کریں۔

نتیجہ/خلاصہ: 3منٹ

درج بالا سرگرمیوں کے بعد طلبہ سائن بورڈ، ٹریفک کے اشاروں اور ہدایات کو پڑھنے اور ان کو سمجھنے کے قابل ہو گئے ہیں اور اُن کے مطابق عمل کرسکتے ہیں۔

جائزہ/جانچ: 5منٹ

1. اُستاد/اُستانی ٹریفک کے اشاروں کا چارٹ تختہ تحریر پر آویزاں کرے۔
2. طلبہ سے سوالات کے ذریعے سے تفہیم کا جائزہ ہے۔
   - اگر سرخ بتی روشن ہو تو کیا کرنا چاہیے؟
   - پیلی یا زرد بتی کس مقصد کے لیے ہوتی ہے؟
   - سبز بتی روشن ہوتے ہی کیا کر نا چاہیے۔

نوٹ: جوابات اخذ کروانے کے بعد طلبہ سے عملی مظاہرہ بھی کروائیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ کمراجماعت میں کی گئی سرگرمیاں گھر میں اپنے والدین اور بہن بھائیوں کو بتائیں۔

سبق نمبر
74

لطیفوں سے محظوظ ہونا اور پہیلیاں بوجھنا

طلبہ کے حاصلاتِ تعلم

- لطیفوں سے محظوظ ہو سکیں اور پہیلیاں بوجھ سکیں۔

معلومات برائے اساتذہ

1. طلبہ کو اُردو کی سادہ عبارت، مصرے، شعر، لطیفے، پہیلیاں اور واقعات سنا کر ایک دوسرے کو سنانے کی طرف مائل کریں۔
2. طلبہ، سُر، لے، لطیفوں اور پہلیوں میں زیادہ دلچسپی لیتے ہیں اس لیے اُساتذہ کو اشعار، لطیفےاور پہیلیاں یاد ہوں اور سُنانے کا فن بھی جانتے ہوں۔
3. پہیلیاں ذہنی ورزش ہیں اس سے طلبہ میں سوچنے کی صلاحیت پیدا ہوتی ہے۔ پہیلی بُوجھ کر طلبہ میں استحسانی کیفیت پیدا ہوتی ہے۔
4. طلبہ کے درمیان بزمِ ادب کا مقابلہ کروائیں جس میں لطیفے سنانے اور پہیلیاں بوجھنے کا مقابلہ ہو۔ زیادہ لطیفے سنانے اور پہیلیاں بوجھنے والے طلبہ کو فاتح قرار دیں۔

دورانیہ: 35منٹ/ایک پیریڈ

وسائل/ذرائع

درسی کتاب برائے جماعت دُوَم، تختۂ تحریر، مارکر/چاک، ڈسٹر/جھاڑن، تصاویر و غیرہ۔

تعارف: 5منٹ

1. کسی بھی طالب علم یا طالبہ سے لطیفہ سنانے کا کہیں۔
2. بوجھو تو جانیں۔بچوں کو ایک پہیلی سنائیں۔
   - وہ کون ہے جس کے سر پر آگ بدن میں پانی ہے؟ (ممکنہ جواب۔ موم بتی)
3. طلبہ کو پہیلی بوجھنے کا موقع فراہم کریں۔
4. نہ بوجھنے کی صورت میں طلبہ کی رہ نمائی کریں۔
5. طلبہ کو بتائیں آج ہم لطیفوں سے محظوظ ہوں گے اور پہیلیاں بوجھیں گے۔

تصور کی پختگی: 20منٹ

سرگرمی نمبر:1

1. طلبہ کو بتائیں کہ آج ہم سب اچھے اچھے لطیفے سنیں اور سنائیں گے۔ لطیفوں میں موجود دانشِ لطیف طلبہ کو ضرور بتائیں
2. طلبہ کے جوڑے بنائیں اورجدول میں دیے گئے لطیفے پڑھنے کا کہیں۔
   - ایک بچہ دوسرے بچّے سے: تم بڑے ہو کر کیا بنو گے؟
   - دوسرا بچّہ: میں مریض بن کر ڈاکٹروں کی خدمت کروں۔

3. استاد/استانی پہلے خود ایک لطیفہ سنائے۔

ایک بچّہ رو رہا تھا، باپ نے رونے کا سبب پوچھا تو بولا: "ایک روپیہ دیں تو بتاوں گا۔"

باپ نے جلدی سے روپیہ دیا اور کہا۔ "بتاو کیوں رو رہے تھے؟"

"اس روپیہ کے لیے ہی رو رہا تھا" بیٹے نے چپ ہوتے ہوئے جواب دیا۔

4. اب طلبہ جوڑوں میں ایک دوسرے کو ایک ایک لطیفہ سنائیں۔
5. چند طلبہ سامنے آئیں اور باقی کلاس کو لطیفے سنائیں۔
6. زیادہ سے زیادہ طلبہ کو لطیفے سنانے کا موقع دیں۔
7. سامنے آنے والے طلبہ کی حوصلہ افزائی کریں۔

سرگرمی نمبر2:

1. طلبہ کو دو گروپوں میں تقسیم کر کے اُن کے درمیان جدول میں دیئے گئے پہیلیوں کا مقابلہ کروائیں۔

پہلیاں	
ایک ایسی جگہ جہاں جمعہ جمعرات سے پہلے آتا ہے۔ ممکنہ جواب: لغت	اس کے سامنے جو کوئی آئے اپنا آپ اس میں پائے ممکنہ جواب: آئینہ
وہ کیا چیز ہے جو لوگ کھانے کے لیے تو خریدتے ہیں مگر کھاتے نہیں ممکنہ جواب: چیچ	زمین چلنا سدا رہے کام سر پر پڑے تو وہ بدنام ممکنہ جواب: جوتا
راجا رانی کی کہانی، ایک گھڑے میں دو رنگ پانی۔ ممکنہ جواب: انڈا	

2. گروپوں سے باری باری پہیلیاں بوجھنے کو کہیں
3. جو گروپ زیادہ پہیلیاں بوجھیں اُس کو فاتح قرار دیں۔
4. تختۂ تحریر پر پہیلیوں والا چارٹ لگائیں۔
5. طلبہ سے باری باری پہیلیاں بوجھنے کا کہیں۔
6. پہیلیاں بوجھنے پر طلبہ کی رہ نمائی کریں۔

نتیجہ/خلاصہ: 3منٹ

1. پہیلی/لطیفہ سننے میں طلبہ دلچسپی لیتے ہیں۔
2. ہر لطیفہ/پہیلی میں ایک بات پوشیدہ ہوتی ہے جیسے طلبہ توجہ سے سنیں تو پوشیدہ بات سمجھ سکتے ہیں۔
3. درج بالا پہیلیوں اور لطیفوں سے طلبہ محظوظ ہو گئے ہیں۔

جائزہ/جانچ: 5منٹ

1. کسی بھی طالب علم/طالبہ سے کوئی دل چسپ لطیفہ سنیں۔
2. اُستاد/اُستانی کو کوئی بھی پہیلی سنائیں اور بچوں کو بوجھنے کا کہیں۔

مشق: 2منٹ

طلبہ سے کہیں کہ گھر جاکر اپنے بہن بھائیوں کو اپنی پسند کا کوئی پہیلی/لطیفہ سُنائیں۔

قومی ترانہ

پاک سرزمین شاد باد　　کشور حسین شاد باد
تو نشان عزم عالی شان　　ارض پاکستان!
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