# Supplementary Material to Improve Foundational Literacy and Numeracy in Early Grade & Multigrade Settings

# GRADE-1

***(ENGLISH, MATHEMATICS, URDU)***




KPESED
Khyber Pakhtunkhwa Elementary & Secondary Education Department

ASPIRE
ACTIONS TO STRENGTHEN PERFORMANCE FOR INCLUSIVE AND RESPONSIVE EDUCATION

**Elementary & Secondary Education Department, Khyber Pakhtunkhwa**

# قومی ترانہ

پاک سَرزمین شاد بَاد  کشورِ حَسین شاد بَاد

تُو نشانِ عَزمِ عالی شان  ارضِ پاکستان !

مرکزِ یقین شاد بَاد

پاک سَرزمین کا نِظام  قُوّتِ اُخوّتِ عوام

قوم ، مُلک ، سلطنت  پائندہ تابِندہ بَاد!

شاد بَاد منزلِ مراد

پرچمِ سِتارہ و ہلال  رَہبرِ ترقی و کمال

ترجمانِ ماضی، شانِ حال  جانِ استقبال !

سایہ خُدائے ذُوالجلال

# PREFACE

Foundational Literacy and Numeracy (FLN) are the essential skills that allow children to read with comprehension and apply basic mathematical operations. These competencies such as phonemic awareness, vocabulary, fluency, comprehension, and number sense form the foundation of academic achievement and lifelong learning. Without these children struggle not only in language and mathematics but across all areas of education.

In Khyber Pakhtunkhwa, the Elementary and Secondary Education Department (E&SED) and the Directorate of Curriculum and Teacher Education (DCTE) have prioritized strengthening FLN in line with Article 25-A of the Constitution of Pakistan, which guarantees free and compulsory education for all children. Despite this constitutional provision, learning outcomes remain a concern. According to the ASER 2022 survey, nearly half of Grade 5 students could not read a simple story in Urdu, Pashto, or English, nor solve a two-digit division problem. The pandemic has further deepened these learning gaps, underscoring the urgency of reform.

To address this challenge, the Government of Khyber Pakhtunkhwa has adopted a comprehensive Foundational Literacy and Numeracy Policy and Implementation Framework anchored on six key areas: alignment of FLN with the curriculum, teacher education and professional development, student assessment and learning feedback, monitoring and evaluation systems, community engagement and awareness, and administrative support along with sustainable financing.

This Teacher Training Manual and Instruction Guide has been developed to translate policy into classroom practice with a special focus on early grade students, irrespective of whether the classroom is monograde or multigrade. For monograde classrooms, it provides structured lesson plans, assessment tools, and subject-specific strategies to ensure systematic instruction in the early years. For multigrade classrooms, it offers flexible approaches, adaptable timetables, and group-based learning techniques to help teachers address diverse learning levels effectively. By targeting the critical early years of schooling, the manual ensures that all children, regardless of classroom setting, can progress meaningfully at their own pace.

The manual serves both as a professional development resource and a practical classroom guide. It emphasizes joyful, activity-based, and competency-focused teaching while offering frameworks for assessment, remedial support, and community participation.

Developed by DCTE with technical and financial assistance from partners such as UNICEF and the Global Partnership for Education (GPE) and further reviewed by Action to Strengthen Performance for Inclusive & Responsive Education (ASPIRE), this manual reflects the collective contributions of educators, researchers, and stakeholders. It is policy aligned, inclusive, practical, and responsive to classroom realities.

With committed teachers, supportive school leadership, and active community participation, every child in Khyber Pakhtunkhwa can achieve foundational skills essential for success. This manual is dedicated to empowering teachers whether in monograde or multigrade classrooms to drive this transformation.

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**THREE DAYS ACTIVITIES TITLED " REVIEW OF FLN SUPPLEMENTARY MATERIALS FOR GRADE 1,2,3 AND TEACHERS TRAINING MANUAL FOR FLN " W.E.F 08-10 MARCH, 2025 AT DCTE ABBOTABAD SUPPORTED BY ASPIRE E&SED KHYBER PAKHTUNKHWA**

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No.1071-74/C&TR/DCTE Dated:19.03.2025

**To**

**The Project Director ASPIRE,**
**Elementary & Secondary Education Department,**
**Khyber Pakhtunkhwa,Peshawar.**

**Subject:** **REQUEST FOR NOC FOR PRINTING OF FLN MATERIAL**

Reference your request for approval of FLN material submitted to DCTE, please note that this material was developed with the technical assistance from UNICEF and was approved by DCTE.

The review meeting held on March 08-10, 2025 found that the approved material is aligned with the **FLN** policy and **SLOs**. Therefore, there is no need to issue an **NOC** for material that has already been approved. **ASPIRE** can print the existing material for use in project activities without any revisions or modifications.

Additional Director
Curriculum and Textbooks Review

**Copy for information to the:**

1. PS to Secretary, E&SE Department Khyber Pakhtunkhwa, Peshawar
2. Syed Fawad Shah, Education Officer UNICEF Field Office University Town Peshawar
3. PS to Director local Directorate

**Additional Director**
**Curriculum and Textbooks Review**

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# MATHEMATICS



| Level-I | SCHEME OF STUDY: Month-2 |
|---|---|

**Student Learning Outcome:**

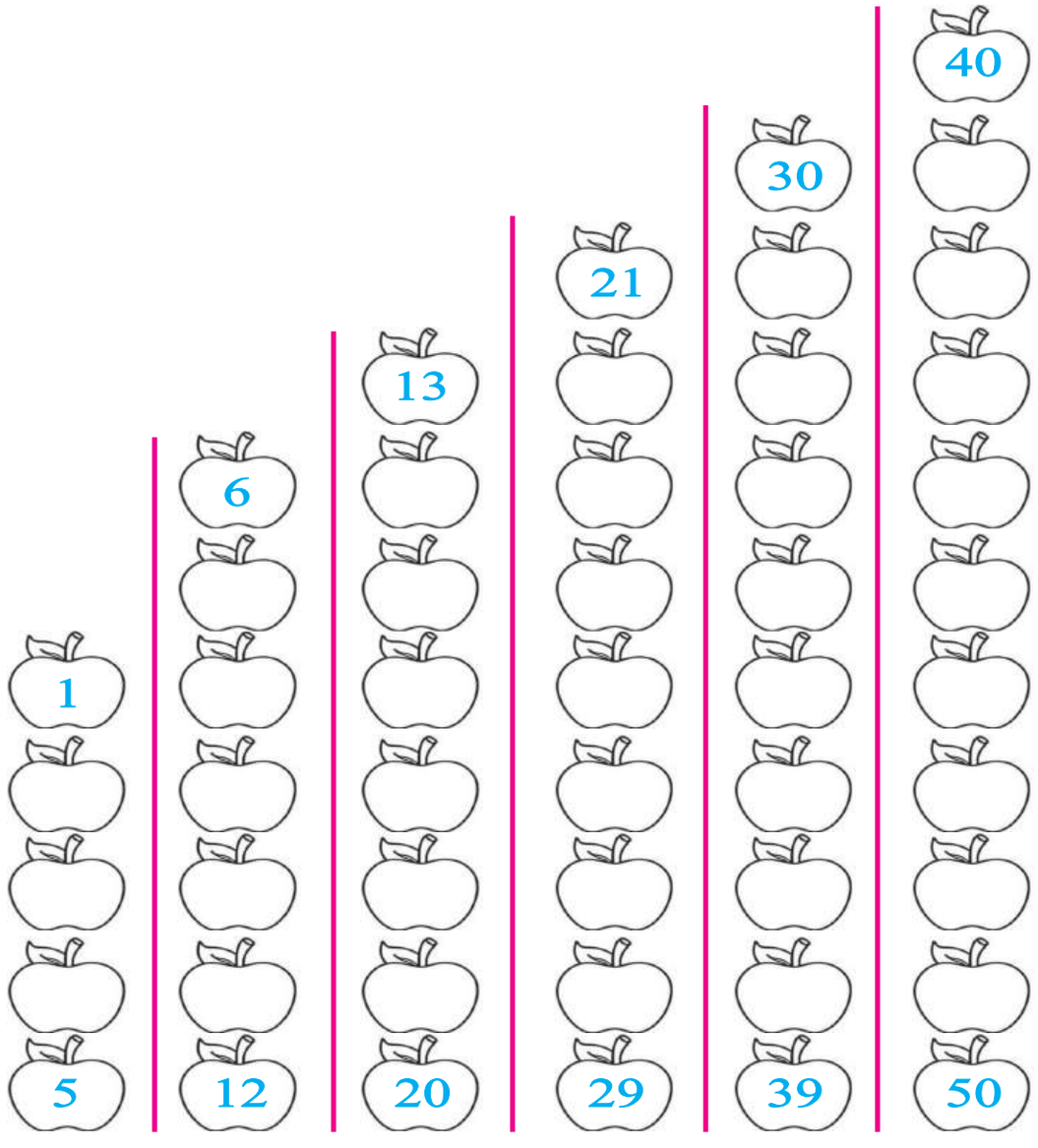
- Count forward and backward up to 99.

**Topic: Counting** **Reference pages Textbook G-I 7, 10, 16-28, 40-41**

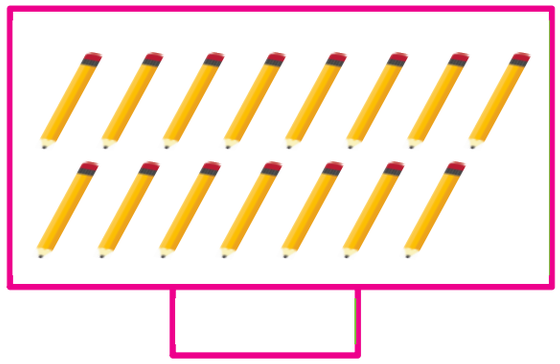
**Teacher Guidelines:**

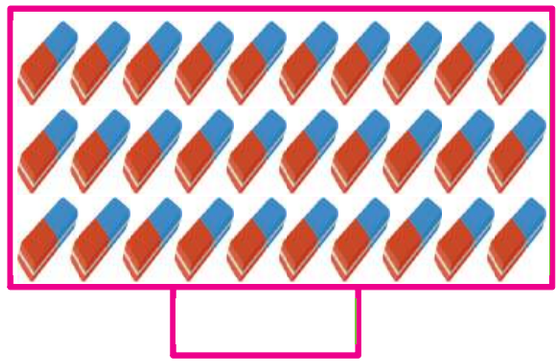
- Teacher will recall the topic by performing given developmental activities.
- Teacher will ask student to first count the apples and write the numbers on apples and then colour the apples.

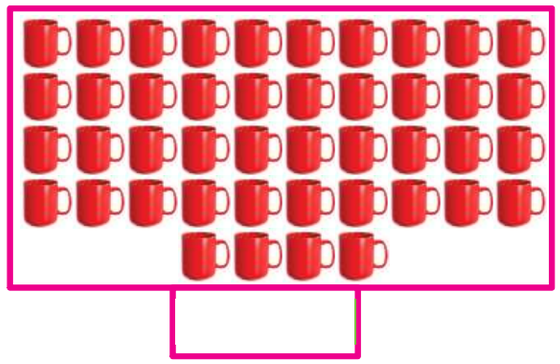
**Developmental Activity 1: Count and write the number.**

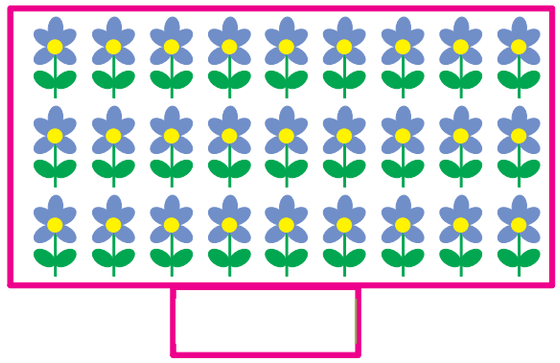


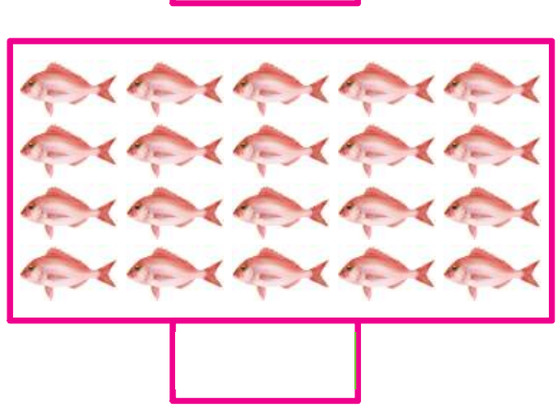
**Developmental Activity 2: Count the objects and write their numbers in below boxes.**



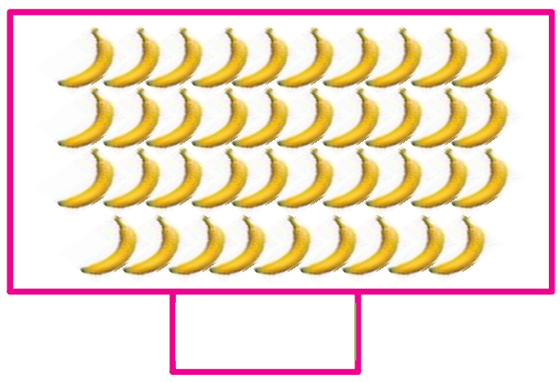


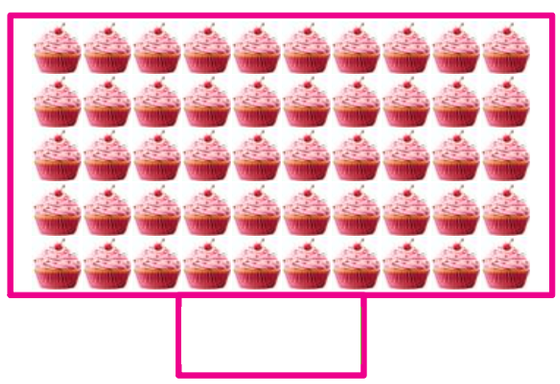




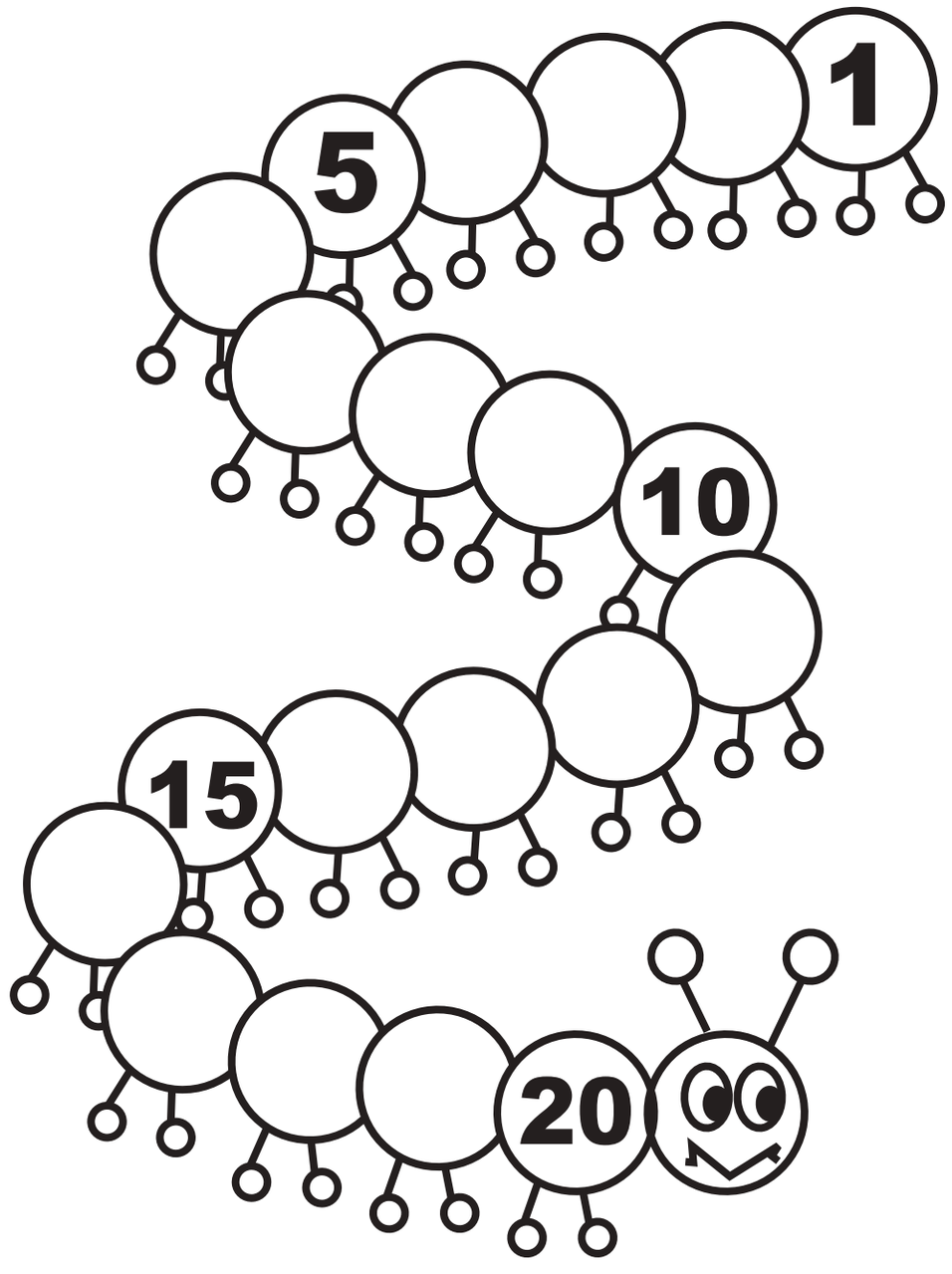




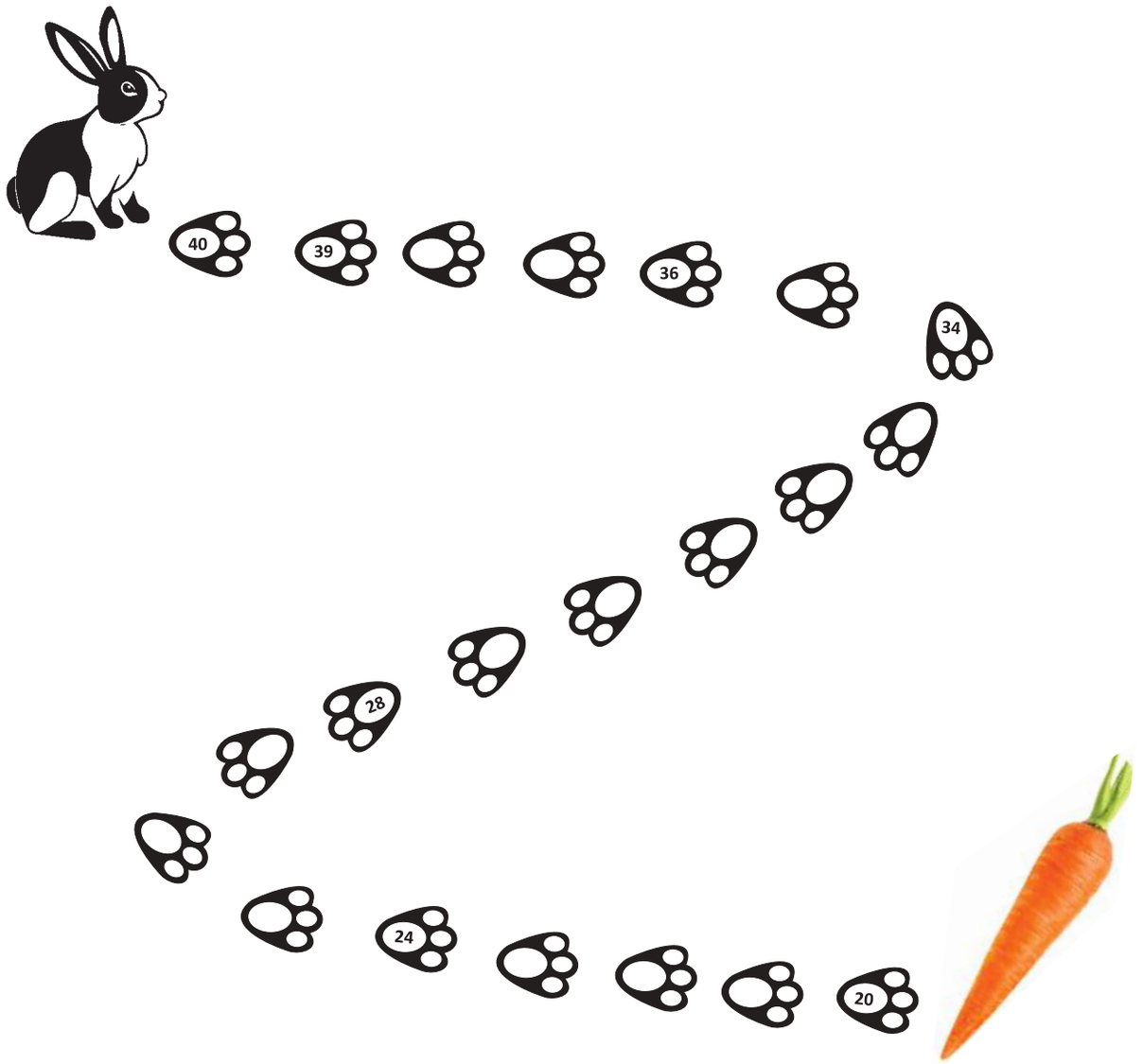




**Activity 1: Count Forward.**



**Activity 2: Count backward. (Help the rabbit to find the his carrot)**




**Activity 3: Write the missing numbers in boxes·**

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **a.** | 61 | 62 | | | | 66 | | | | 70 |
| **b.** | 60 | | | | | | 54 | | | 51 |
| **c.** | 41 | | | | | 46 | | | | 50 |

**Activity 4: Write the missing numbers in boxes.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 51 | 52 | | | | 56 | | | | 60 |
| 70 | 69 | | | | | 64 | | | 61 |
| 71 | | | | | 76 | | | | 80 |
| 90 | | | | 86 | | | | 82 | 81 |
| 91 | | | 94 | | | | | 99 | |

**Further Practice:**

For more practices Textbook (Grade-1) Mathematics page # 16-28, 40 are referred.

| Level-I | SCHEME OF STUDY: Month-2 |
|---|---|

**Student Learning Outcome:**

- Recognize the place value of a specific digit in 2-digit numbers. (tens & ones)

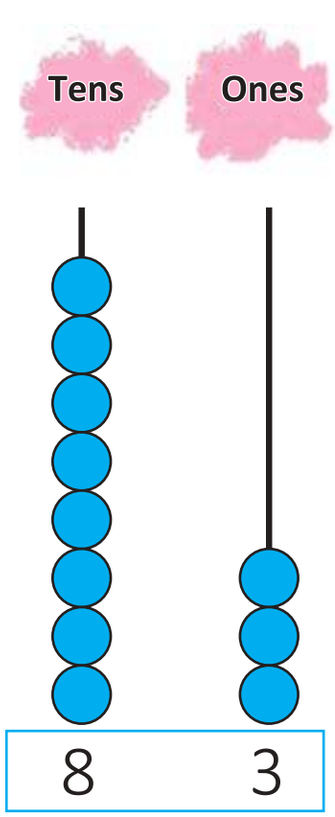
**Topic: Place value (Tens & Ones)** **Reference pages Textbook G-I 15-28, 53, 54**

**Teacher Guidelines:**

- Teacher will recall the topic by performing given developmental activities by using Abacus correctly.
- Teacher will show/draw the abacus and tell students the first column/bar of abacus is used for placing 'ones' digit and the 2nd column (bar) of abacus is used for 'tens' digit.
- Write 83 on writing board and explain if there are 3-balls in ones column/bar then it mean that there are 3-ones and in 2nd column (bar), if there are eight balls, it means that there are 8-tens. Thus we can write the number 83.

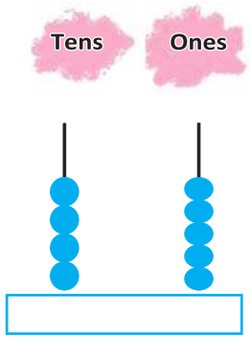
**Developmental Activity 1: Count the number of beads on abacus and write the number.**

**83 can be written as:**



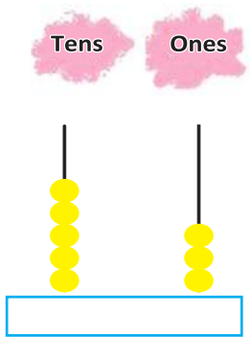

| Tens | Ones |
|---|---|
| 8 | 3 |

i)



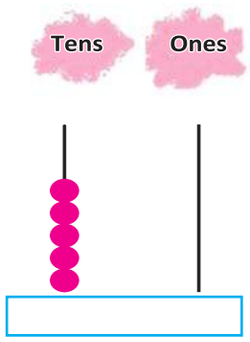

| Tens | Ones |
|---|---|
| | |

ii)



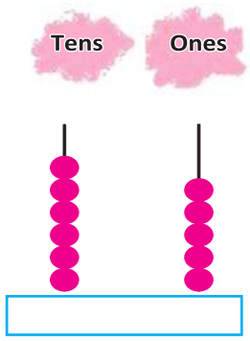

| Tens | Ones |
|---|---|
| | |

iii)




| Tens | Ones |
|---|---|
| | |

iv)




| Tens | Ones |
|---|---|
| | |

**Activity 1: Write the digits at ones places of the following numbers.**

(a) 42

| Tens | Ones |
|---|---|
| | |

(b) 39

| Tens | Ones |
|---|---|
| | |

(c) 67

| Tens | Ones |
|---|---|
| | |

(d) 87

| Tens | Ones |
|---|---|
| | |

(e) 93

| Tens | Ones |
|---|---|
| | |

(f) 58

| Tens | Ones |
|---|---|
| | |

**Activity 2: Decompose the numbers into Tens and Ones.**

| Number | Place Value | |
|---|---|---|
| | Tens | Ones |
| 7 | | |
| 19 | | |
| 24 | | |
| 55 | | |
| 80 | | |

| Number | Place Value | |
|---|---|---|
| | Tens | Ones |
| 29 | | |
| 31 | | |
| 47 | | |
| 56 | | |
| 91 | | |

## Activity 3: Write the numbers from given place values.

| | Place Values | Number |
|---|---|---|
| a) | 1 tens and 3 ones | |
| b) | 1 tens and 0 ones | |
| c) | 7 tens and 8 ones | |
| d) | 8 tens and 4 ones | |
| e) | 6 tens and 7 ones | |
| f) | 5 tens and 5 ones | |
| g) | 4 tens and 3 ones | |

## Activity 4: Write the place value of circled digits.

| | Number | Place | | Number | Place |
|---|---|---|---|---|---|
| a) | 5⑥ | Ones | b) | ④9 | |
| c) | ⑥8 | | d) | ⑧1 | |
| e) | 6⑤ | | f) | 5⑥ | |
| g) | 4③ | | h) | ⑨9 | |
| i) | ②9 | | j) | ②2 | |

## Further Practice:

- Solve the related questions from textbook Grade-1 Mathematics at page 23.
- For writing practice page 95-109 of primer Textbook Board (TBB) for pre-1.

| Level-I | SCHEME OF STUDY: Month-4 |
|---|---|

**Student Learning Outcome:**

- Compare number from 1 to 20. Identify how much more one is from another.

**Topic**: **How much more/less** **Reference pages Textbook G-I 45, 70-71**

**Teacher Guidelines:**

- Teacher will recall the topic by performing given developmental activities.

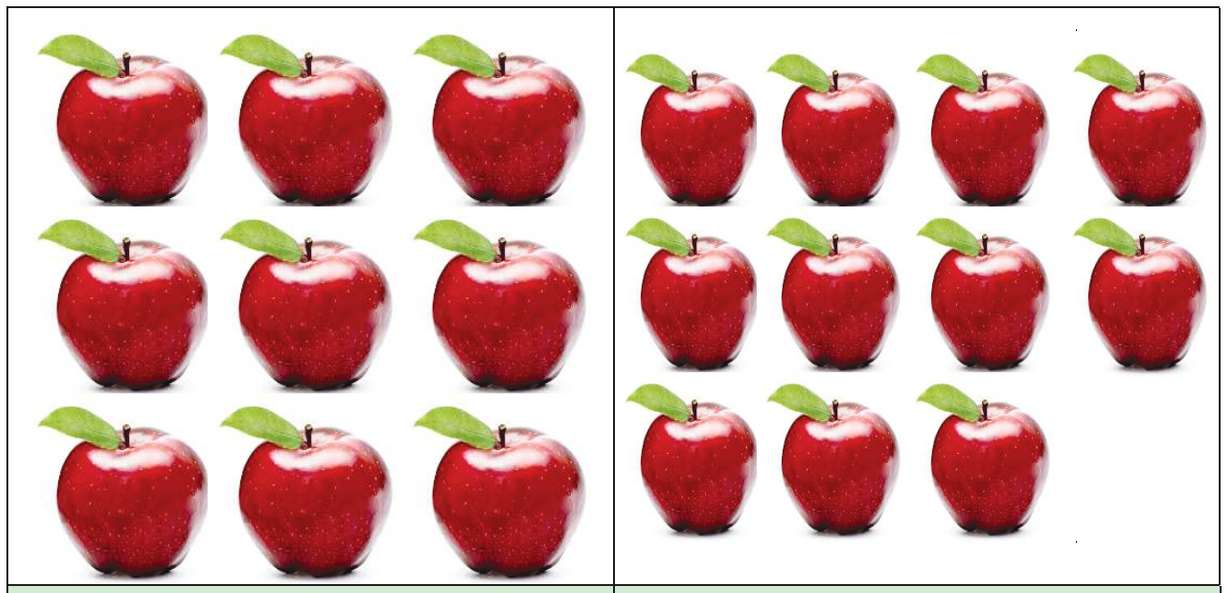
**Developmental Activity 1: Tick the more cars.**

**If Adnan has 15 toy cars and Ayesha has 12 toy cars. Who has more toy cars?**

|  |  |
|---|---|
| **15 toys car** | **12 toys car** |
| ☐ | ☐ |

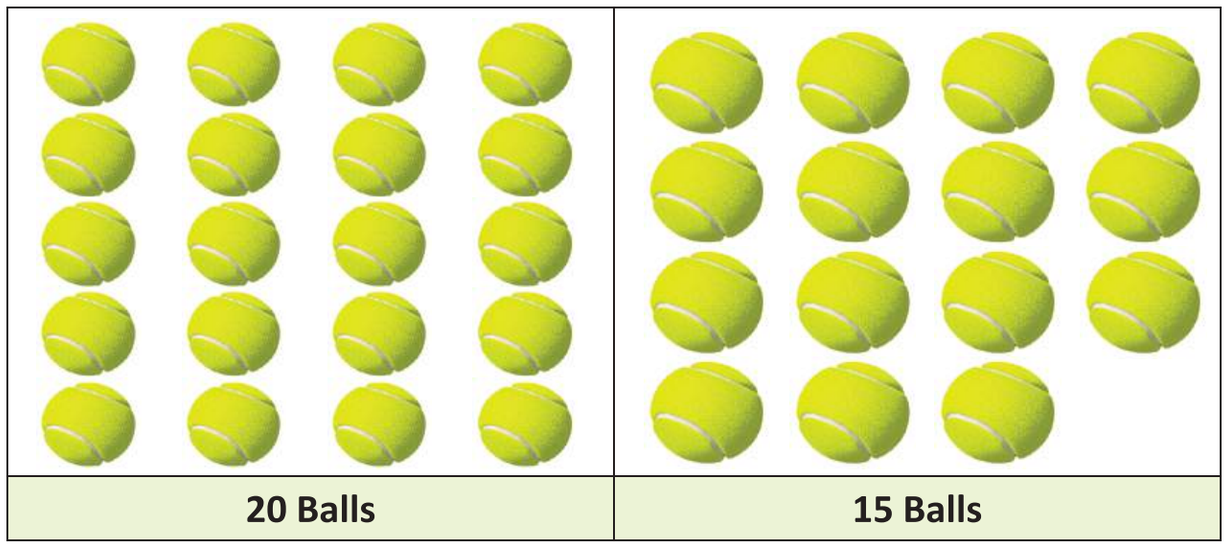
**Developmental Activity 2: Tick the box (✓) with more number of objects.**

**1)**



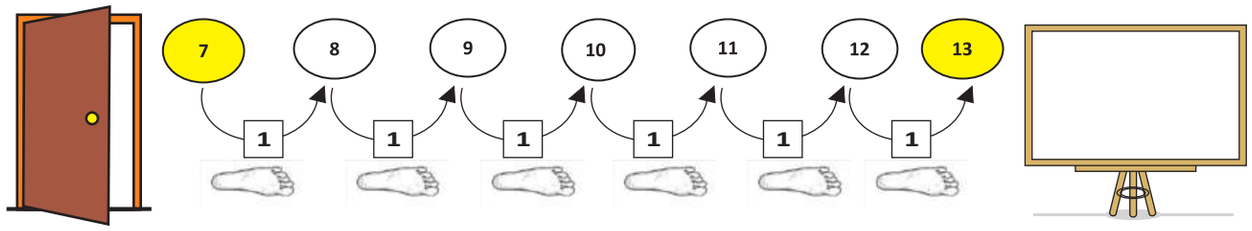
| 9 Apples | 11 Apples |
|---|---|
| ☐ | ☐ |

**2)**



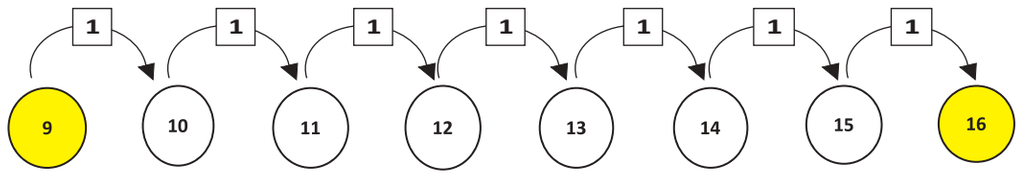
| 20 Balls | 15 Balls |
|---|---|
| ☐ | ☐ |

**Activity 1: Count the steps from 7 to 13 and write how much more a number is from the other?**




**13** is 6 more than **7**

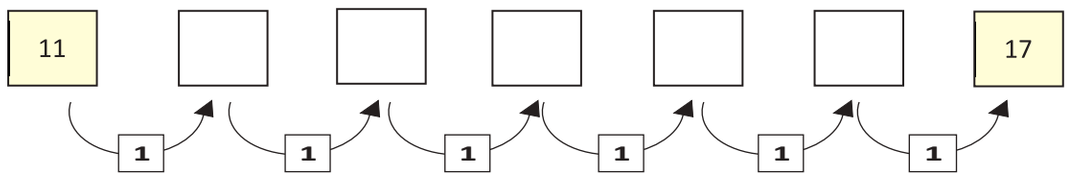
**Activity 2: Count the steps from 9 to 16 and write how much more a number is from the other?**




**16** is ☐ more than **9**.

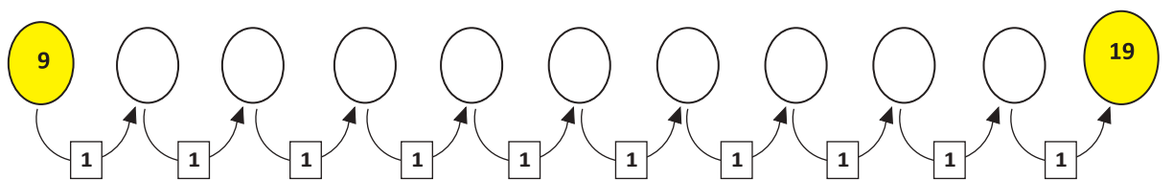
**Activity 3: Compare the following numbers and fill in the blanks.**

(i).



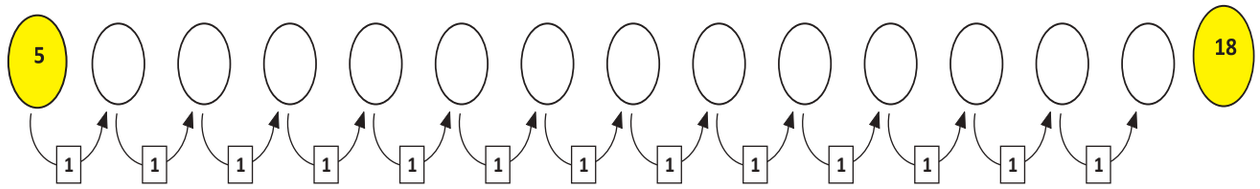

So, 17 is ☐ more than 11.

(ii).




So, 19 is _____ more than 9.

(iii).




**18** is _____ more than **5**.

**Activity 4: Encircle the number which is more than the other.**

| | |
|---|---|
| 2 | 5 |
| 7 | 3 |
| 17 | 19 |
| 16 | 14 |

| | |
|---|---|
| 3 | 1 |
| 4 | 2 |
| 13 | 20 |
| 9 | 11 |

**Further Practice:**

Solve related questions given in textbook at page 70 & 71.

| Level-I | SCHEME OF STUDY: Month-4 |
|---|---|

**Student Learning Outcomes:**

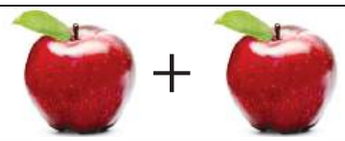
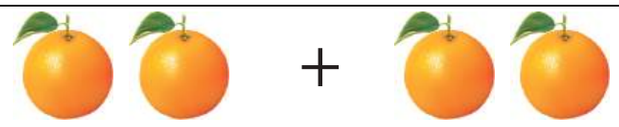
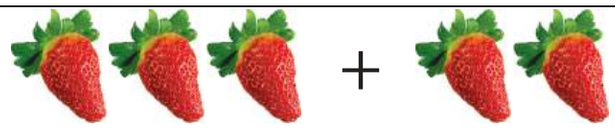
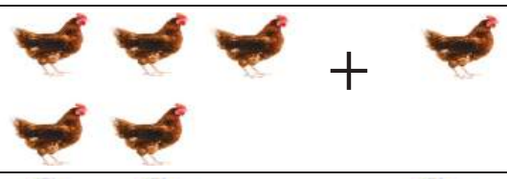
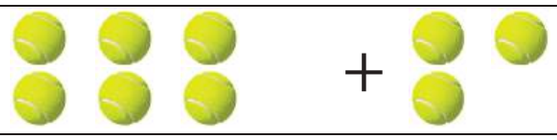
- Add two 2-digit numbers.
- Construct addition sentence from given number stories.

**Topic**: **Addition** **Reference pages Textbook G-I 46, 47, 51, 53, 73**

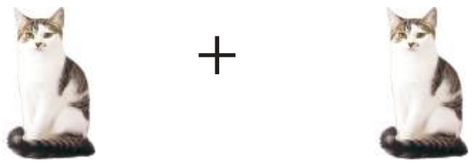
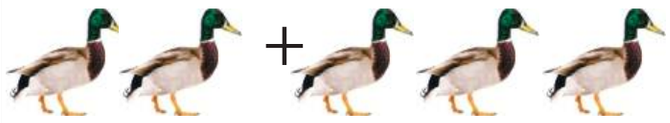
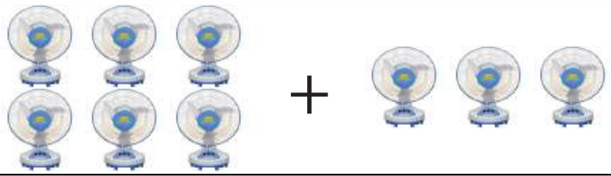
**Teacher Guidelines:**

- Teacher will recall the topic by performing given developmental activities. Also introduce/recall the symbol for addition (+).
- Teacher will ask the students to count the objects, add the objects and then write answer in the blank boxes.

**Developmental Activity 1: Count the objects, add and write the correct number in the box.**

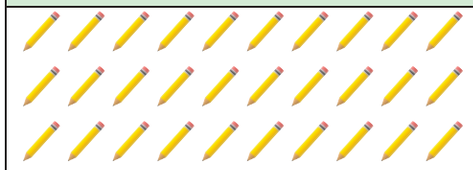
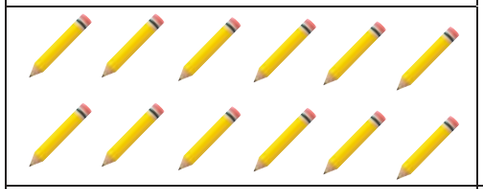
| | | | | |
|---|---|---|---|---|
| 1. | Apples |  | = | |
| 2. | Oranges |  | = | |
| 3. | Strawberries |  | = | |
| 4. | Hens |  | = | |
| 5. | Bags |  | = | |
| 6. | Balls |  | = | |
| 7. | Cars |  | = | |
| 8. | Chairs |  | = | |

**Developmental Activity 2:**

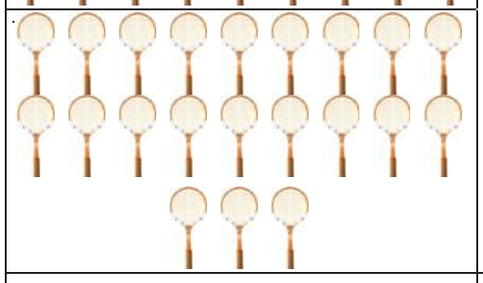
| | | | |
|---|---|---|---|
| **1.** |  | 1 + 1 = | _____ |
| **2.** |  | 2 + 1 = | _____ |
| **3.** |  | 3 + 1 = | _____ |
| **4.** |  | 2 + 3 = | _____ |
| **5.** |  | 2 + 5 = | _____ |
| **6.** |  | 6 + 3 = | _____ |
| **7.** |  | 5 + 3 = | _____ |

**Activity 1: Complete the addition process.**

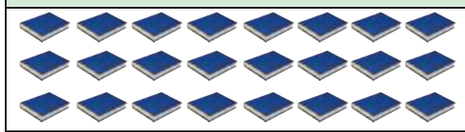
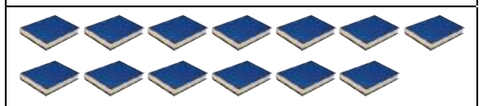
**a.**

| Objects | | Tens | Ones |
|---|---|---|---|
|  | + | 3 | 0 |
|  | | 1 | 2 |
| | | | |

**b.**

| Objects | | Tens | Ones |
|---|---|---|---|
|  | + | 1 | 8 |
|  | | 2 | 1 |
| | | | |

**c.**

| Objects | | Tens | Ones |
|---|---|---|---|
|  | | 2 | 4 |
|  | + | 1 | 3 |
| | | | |

**Activity 2: Add the following.**

(i).

| | Tens | Ones |
|---|---|---|
| | 3 | 2 |
| + | 2 | 3 |
| | | |

(ii).

| | Tens | Ones |
|---|---|---|
| | 6 | 7 |
| + | 2 | 1 |
| | | |

(iii).

| | Tens | Ones |
|---|---|---|
| | 4 | 1 |
| + | 5 | 8 |
| | | |

(iv).

| | Tens | Ones |
|---|---|---|
| | 5 | 5 |
| + | 3 | 4 |
| | | |

(v).

| | Tens | Ones |
|---|---|---|
| | 6 | 7 |
| + | 3 | 2 |
| | | |

(vi).

| | Tens | Ones |
|---|---|---|
| | 7 | 3 |
| + | 2 | 6 |
| | | |

(vii).

| | Tens | Ones |
|---|---|---|
| | 6 | 9 |
| + | 1 | 0 |
| | | |

(viii).

| | Tens | Ones |
|---|---|---|
| | 5 | 6 |
| + | 4 | 3 |
| | | |

(ix).

| | Tens | Ones |
|---|---|---|
| | 7 | 6 |
| + | 1 | 2 |
| | | |

(x).

| | Tens | Ones |
|---|---|---|
| | 7 | 1 |
| + | 2 | 2 |
| | | |

**Activity 3: Ayesha has 3 chocolates. Her mother gave her 5 more chocolates. Now how much she has total number of chocolates?**

| | | Chocolates |
|---|---|---|
| Ayesha has chocolates = (3 chocolates)  | | 3 |
| Her mother gave her = (5 chocolates)  | + | 5 |
| **Total Chocolates** | = | |

**Activity 4:**

**There are 14 parrots in a cage. In another cage there are 10 parrots. How many parrots are in both cages altogether?**

first cage parrots = 14
second cage parrots = 10

first cage parrots + second cage parrots

| | | | | |
|---|---|---|---|---|
| 14 | + | 10 | = | altogether |

**Activity 5:**

**Aslam has 22 red balloons. He bought 36 blue balloons more. Now how many balloons he has altogether?**

| **Aslam has** | | |
|---|---|---|
| **Red balloons =**<br><br>**Blue balloons =** | <br><br>+ | |
| **Total Balloons** | = | |

**Activity 6: Amina has 6 pencils. His brother gave him 4 more pencils. How many pencils She has in total?**

| | | | | |
|---|---|---|---|---|
| | + | | = | |
| Amina has pencils | | His brother gave | | Total pencils she has |

**Further Practice:**

For more practice page 53, 54, 71, 73, 74 from textbook Grade-1 are referred.

| Level-I | SCHEME OF STUDY: Month-5 |
|---|---|

**Student Learning Outcome:**

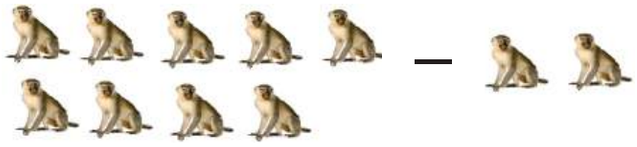
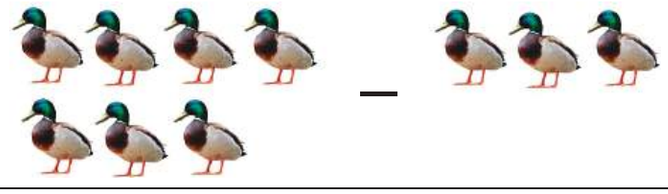
- Construct subtraction sentences from given number stories.

**Topic**: **Subtraction** **Reference pages Textbook G-I 59, 60, 63, 65, 66**

**Teacher Guidelines:**

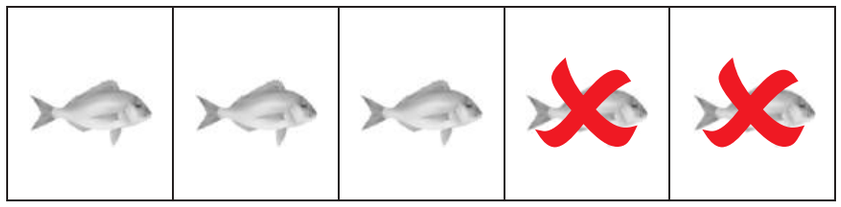
- Teacher will recall the topic by performing given developmental activities.
- Teacher will ask the students to count the objects, subtract them by using symbol and write the answer in the boxes.

**Developmental Activity 1: Subtract the object in the given pictures and write the answer in the given boxes.**

| | | | |
|---|---|---|---|
| 1. |  | = | |
| 2. |  | = | |
| 3. |  | = | |
| 4. |  | = | |
| 5. |  | = | |

**Activity 1: Construct subtraction sentences from given number stories.**

i) A fisherman caught 5 fish. Two of them ran away, then how many fish left with him?

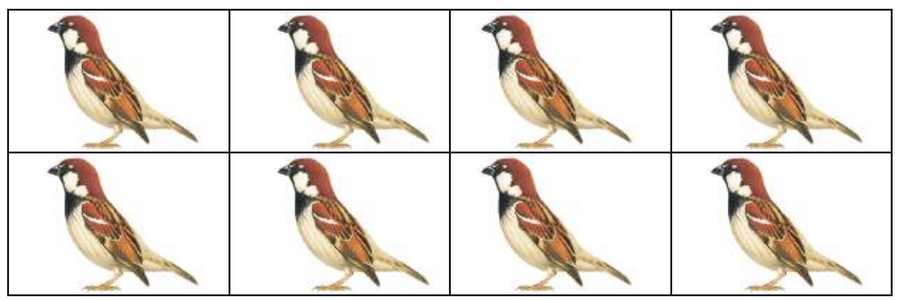




Number sentence

| | | | | |
|---|---|---|---|---|
| 5 | – | 2 | = | 3 |

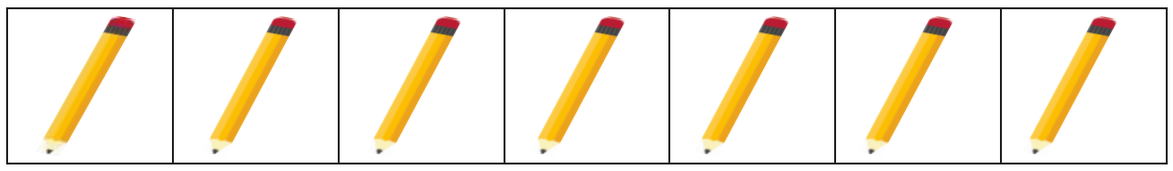
ii) Imran counted 8 birds on a tree. Then 3 birds flew away. How many birds were left?



Number sentence

| | | | | |
|---|---|---|---|---|
| | – | | = | |

iii) Sana had 7 pencils. She gave 3 pencils to her sister. How many pencils were left with Sana?



Number sentence

| | | | | |
|---|---|---|---|---|
| 7 | – | 3 | = | 5 |

## Activity 2:

**Nosheen has 45 stickers. She gave 32 stickers to her friend. How many stickers are left with Nosheen?**

| 45 | – | 32 | = | 13 |
|---|---|---|---|---|
| Nosheen has stickers | | Gave to her friend | | Left with Nosheen |

## Activity 3:

**Anjum had 28 toy cars. He sold 15 toy cars. How many toy cars are left with Anjum?**

| | – | | = | |
|---|---|---|---|---|
| Anjum had toy cars | | He sold | | Toy cars left with him |

## Activity 4:

**There are 9 sparrows on a tree. 5 sparrows flew away. How many are left on tree?**

| Information | | Calculation |
|---|---|---|
| Sparrows on tree | | 9 |
| Sparrows flew away | – | 5 |
| Sparrows left on tree | = | |

## Activity 5:

**Irum has 16 books in a book case. She gave 5 books to her friend. How many books does she have now?**

| Information | | Calculation |
|---|---|---|
| Irum has books | | |
| She gave to her friend | – | |
| Books left with Irum | = | |

## Further Practice:

For more practice teacher can use the page 65-67 and 74 of textbook Grade-1.

| Level-I | SCHEME OF STUDY: Month-7 |
|---|---|

**Student Learning Outcome:**

- Read and tell time in hours from the analog clock for example; 2'o clock.
- Name orally the Islamic month of the year.

**Topic**: **Time** **Reference pages Textbook G-I 102-103**

**Teacher Guidelines:**

- Teacher will recall the topic by performing given developmental activities.
- Teacher will show the calendar and prepared wall clock in the classroom.
- Tell the students about the clock and times of the day. Also tell them the importance of the time in our daily life.
- Tell the students about the formal and informal units of time by comparing their daily routine for example; breakfast, lunch etc.

**Developmental Activity 1:**

**January**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**February**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | | | |

**March**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**April**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

**May**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**June**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**July**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**August**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**December**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

**October**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**November**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

**December**

| M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

- There are 12 months in a year.
- There are 7 days in a week.

## Developmental Activity 2:

- There are 12 months in Islamic (Lunar) year.

**Muharram** — July/ August

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| 1<br>31 Jul | 2<br>1 Aug | 3<br>2 Aug | 4<br>3 Aug | 5<br>4 Aug | 6<br>5 Aug | 7<br>6 Aug |
| 8<br>7 Aug | 9<br>8 Aug | 10<br>9 Aug | 11<br>10 Aug | 12<br>11 Aug | 13<br>12 Aug | 14<br>13 Aug |
| 15<br>14 Aug | 16<br>15 Aug | 17<br>16 Aug | 18<br>17 Aug | 19<br>18 Aug | 20<br>19 Aug | 21<br>20 Aug |
| 22<br>21 Aug | 23<br>22 Aug | 24<br>23 Aug | 25<br>24 Aug | 26<br>25 Aug | 27<br>26 Aug | 28<br>27 Aug |
| 29<br>28 Aug | | | | | | |

**Safar** — August / September

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | 1<br>29 Aug | 2<br>30 Aug | 3<br>31 Aug | 4<br>1 Sep | 5<br>2 Sep | 6<br>3 Sep |
| 7<br>4 Sep | 8<br>5 Sep | 9<br>6 Sep | 10<br>7 Sep | 11<br>8 Sep | 12<br>9 Sep | 13<br>10 Sep |
| 14<br>11 Sep | 15<br>12 Sep | 16<br>13 Sep | 17<br>14 Sep | 18<br>15 Sep | 19<br>16 Sep | 20<br>17 Sep |
| 21<br>18 Sep | 22<br>19 Sep | 23<br>20 Sep | 24<br>21 Sep | 25<br>22 Sep | 26<br>23 Sep | 27<br>24 Sep |
| 28<br>25 Sep | 29<br>26 Sep | 30<br>27 Sep | | | | |

**Rabi`ul Awwal** — September / October

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | 1<br>28 Sep | 2<br>29 Sep | 3<br>30 Sep | 4<br>1 Oct |
| 5<br>2 Oct | 6<br>3 Oct | 7<br>4 Oct | 8<br>5 Oct | 9<br>6 Oct | 10<br>7 Oct | 11<br>8 Oct |
| 12<br>9 Oct | 13<br>10 Oct | 14<br>11 Oct | 15<br>12 Oct | 16<br>13 Oct | 17<br>14 Oct | 18<br>15 Oct |
| 19<br>16 Oct | 20<br>17 Oct | 21<br>18 Oct | 22<br>19 Oct | 23<br>20 Oct | 24<br>21 Oct | 25<br>22 Oct |
| 26<br>23 Oct | 27<br>24 Oct | 28<br>25 Oct | 29<br>26 Oct | | | |

**Rqabi`u Tani** — October / November

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | | 1<br>27 Oct | 2<br>28 Oct | 3<br>29 Oct |
| 4<br>30 Oct | 5<br>31 Oct | 6<br>1 Nov | 7<br>2 Nov | 8<br>3 Nov | 9<br>4 Nov | 10<br>5 Nov |
| 11<br>6 Nov | 12<br>7 Nov | 13<br>8 Nov | 14<br>9 Nov | 15<br>10 Nov | 16<br>11 Nov | 17<br>12 Nov |
| 18<br>13 Nov | 19<br>14 Nov | 20<br>15 Nov | 21<br>16 Nov | 22<br>17 Nov | 23<br>18 Nov | 24<br>19 Nov |
| 25<br>20 Nov | 26<br>21 Nov | 27<br>22 Nov | 28<br>23 Nov | 29<br>24 Nov | 30<br>25 Nov | |

**Jumadil-Oula** — November / December

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | | | | 1<br>26 Nov |
| 2<br>27 Nov | 3<br>28 Nov | 4<br>29 Nov | 5<br>30 Nov | 6<br>1 Dec | 7<br>2 Dec | 8<br>3 Dec |
| 9<br>4 Dec | 10<br>5 Dec | 11<br>6 Dec | 12<br>7 Dec | 13<br>8 Dec | 14<br>9 Dec | 15<br>10 Dec |
| 16<br>11 Dec | 17<br>12 Dec | 18<br>13 Dec | 19<br>14 Dec | 20<br>15 Dec | 21<br>16 Dec | 22<br>17 Dec |
| 23<br>18 Dec | 24<br>19 Dec | 25<br>20 Dec | 26<br>21 Dec | 27<br>22 Dec | 28<br>23 Dec | 29<br>24 Dec |

**Jumadil-Thani** — December/January 2021

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| 1<br>25 Dec | 2<br>26 Dec | 3<br>27 Dec | 4<br>28 Dec | 5<br>29 Dec | 6<br>30 Dec | 7<br>31 Dec |
| 8<br>1 Jan | 9<br>2 Jan | 10<br>3 Jan | 11<br>4 Jan | 12<br>5 Jan | 13<br>6 Jan | 14<br>7 Jan |
| 15<br>8 Jan | 16<br>9 Jan | 17<br>10 Jan | 18<br>11 Jan | 19<br>12 Jan | 20<br>13 Jan | 21<br>14 Jan |
| 22<br>15 Jan | 23<br>16 Jan | 24<br>17 Jan | 25<br>18 Jan | 26<br>19 Jan | 27<br>20 Jan | 28<br>21 Jan |
| 29<br>22 Jan | 30<br>23 Jan | | | | | |

**Rajab** — January/February

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | 1<br>24 Jan | 2<br>25 Jan | 3<br>26 Jan | 4<br>27 Jan | 5<br>28 Jan |
| 6<br>29 Jan | 7<br>30 Jan | 8<br>31 Jan | 9<br>1 Feb | 10<br>2 Feb | 11<br>3 Feb | 12<br>4 Feb |
| 13<br>5 Feb | 14<br>6 Feb | 15<br>7 Feb | 16<br>8 Feb | 17<br>9 Feb | 18<br>10 Feb | 19<br>11 Feb |
| 20<br>12 Feb | 21<br>13 Feb | 22<br>14 Feb | 23<br>15 Feb | 24<br>16 Feb | 25<br>17 Feb | 26<br>18 Feb |
| 27<br>19 Feb | 28<br>20 Feb | 29<br>21 Feb | | | | |

**Sha`ban** — February/March

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | 1<br>22 Feb | 2<br>23 Feb | 3<br>24 Feb | 4<br>25 Feb |
| 5<br>26 Feb | 6<br>27 Feb | 7<br>28 Feb | 8<br>1 Mar | 9<br>2 Mar | 10<br>3 Mar | 11<br>4 Mar |
| 12<br>5 Mar | 13<br>6 Mar | 14<br>7 Mar | 15<br>8 Mar | 16<br>9 Mar | 17<br>10 Mar | 18<br>11 Mar |
| 19<br>12 Mar | 20<br>13 Mar | 21<br>14 Mar | 22<br>15 Mar | 23<br>16 Mar | 24<br>17 Mar | 25<br>18 Mar |
| 26<br>19 Mar | 27<br>20 Mar | 28<br>21 Mar | 29<br>22 Mar | 30<br>23 Mar | | |

**Ramadhan** — March /April

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | | | 1<br>24 Mar | 2<br>25 Mar |
| 3<br>26 Mar | 4<br>27 Mar | 5<br>28 Mar | 6<br>29 Mar | 9<br>30 Mar | 8<br>31 Mar | 9<br>1 Apr |
| 10<br>2 Apr | 11<br>3 Apr | 12<br>4 Apr | 13<br>5 Apr | 14<br>6 Apr | 15<br>7 Apr | 16<br>8 Apr |
| 17<br>9 Apr | 18<br>10 Apr | 19<br>11 Apr | 20<br>12 Apr | 21<br>13 Apr | 22<br>14 Apr | 23<br>15 Apr |
| 24<br>16 Apr | 25<br>17 Apr | 26<br>18 Apr | 27<br>19 Apr | 28<br>20 Apr | 29<br>21 Apr | 30<br>22 Apr |

**Shawwal** — April/May

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| 1<br>23 Apr | 2<br>24 Apr | 3<br>25 Apr | 4<br>26 Apr | 5<br>27 Apr | 6<br>28 Apr | 7<br>29 Apr |
| 8<br>30 Apr | 9<br>1 May | 10<br>2 May | 11<br>3 May | 12<br>4 May | 13<br>5 May | 14<br>6 May |
| 15<br>7 May | 16<br>8 May | 17<br>9 May | 18<br>10 May | 19<br>11 May | 20<br>12 May | 21<br>13 May |
| 22<br>14 May | 23<br>15 May | 24<br>16 May | 25<br>17 May | 26<br>18 May | 27<br>19 May | 28<br>20 May |
| 29<br>21 May | | | | | | |

**Dhul-Qi`da** — May/June

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | 1<br>22 May | 2<br>23 May | 3<br>24 May | 4<br>25 May | 5<br>26 May | 6<br>27 May |
| 7<br>28 May | 8<br>29 May | 9<br>30 May | 10<br>31 May | 11<br>1 Jun | 12<br>2 Jun | 13<br>3 Jun |
| 14<br>4 Jun | 15<br>5 Jun | 16<br>6 Jun | 17<br>7 Jun | 18<br>8 Jun | 19<br>9 Jun | 20<br>10 Jun |
| 21<br>11 Jun | 22<br>12 Jun | 23<br>13 Jun | 24<br>14 Jun | 25<br>15 Jun | 26<br>16 Jun | 27<br>17 Jun |
| 28<br>18 Jun | 29<br>19 Jun | 30<br>20 Jun | | | | |

**Dhul-Hijja** — June/July

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | 1<br>21 Jun | 2<br>22 Jun | 3<br>23 Jun | 4<br>24 Jun |
| 5<br>25 Jun | 6<br>26 Jun | 7<br>27 Jun | 8<br>28 Jun | 9<br>29 Jun | 10<br>30 Jun | 11<br>1 Jul |
| 12<br>2 Jul | 13<br>3 Jul | 14<br>4 Jul | 15<br>5 Jul | 16<br>6 Jul | 17<br>7 Jul | 18<br>8 Jul |
| 19<br>9 Jul | 20<br>10 Jul | 21<br>11 Jul | 22<br>12 Jul | 23<br>13 Jul | 24<br>14 Jul | 25<br>15 Jul |
| 26<br>16 Jul | 27<br>17 Jul | 28<br>18 Jul | 29<br>19 Jul | | | |

**Activity 1: Read and tell time in hours from the analog clock.**

| | | | |
|---|---|---|---|
| morning |  |  | 6 o'clock |
| afternoon |  |  | |
| evening |  |  | |
| night |  |  | |

**Activity 2: Read and write time in hours for the given clocks.**

| | | |
|---|---|---|
|  |  |  |
| 3' o Clock | _____ | _____ |
|  |  |  |
| _____ | _____ | _____ |
|  |  |  |
| _____ | _____ | _____ |

**Further Practice:**

For further practice teacher can use the page No. 113 of textbook Grade-1.

| Level-I | SCHEME OF STUDY: Month-7 |
|---|---|

**Student Learning Outcome:**

- **Identify the following shapes: Rectangle, square, triangle, circle.**

**Topic:** **2-D shapes** **Reference pages Textbook G-I 102-103**

**Teacher Guidelines:**

- Teacher will recall the topic by performing given developmental activity.
- Teacher will tell the different attributes of 2-D shapes by drawing/showing shapes and then will ask the students to perform the following activities.

**Developmental Activity:**

**1- Join the dots of rectangle and colour it blue.**



**2- Join the dots of triangle and colour it red.**



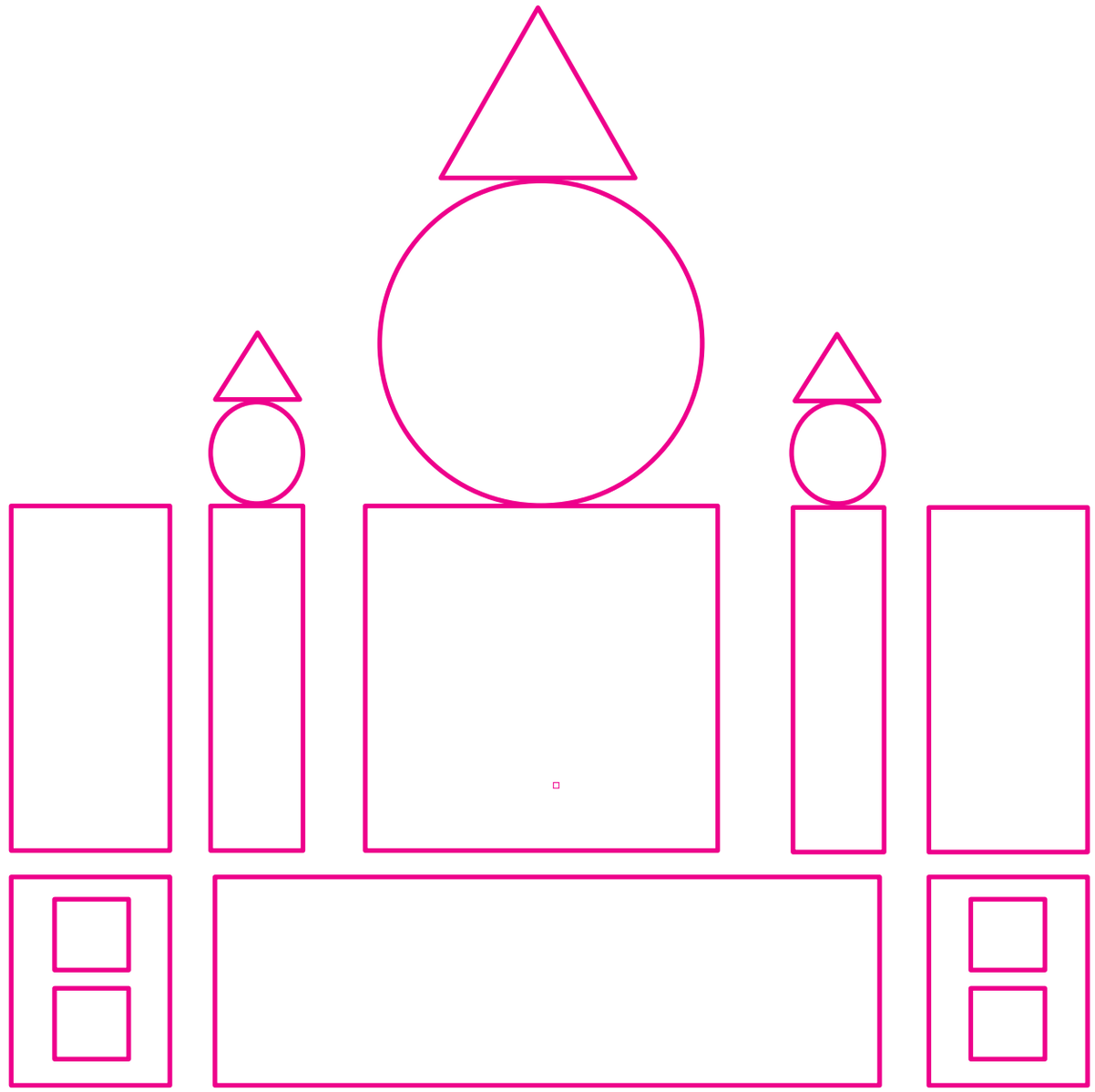
**3- Join the dots of circle and colour it yellow.**

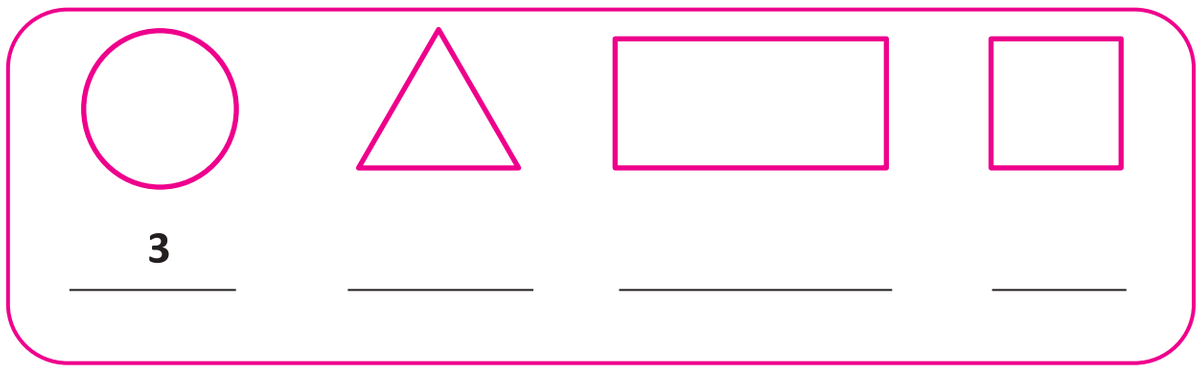


**4- Join the dots of square and colour it green.**



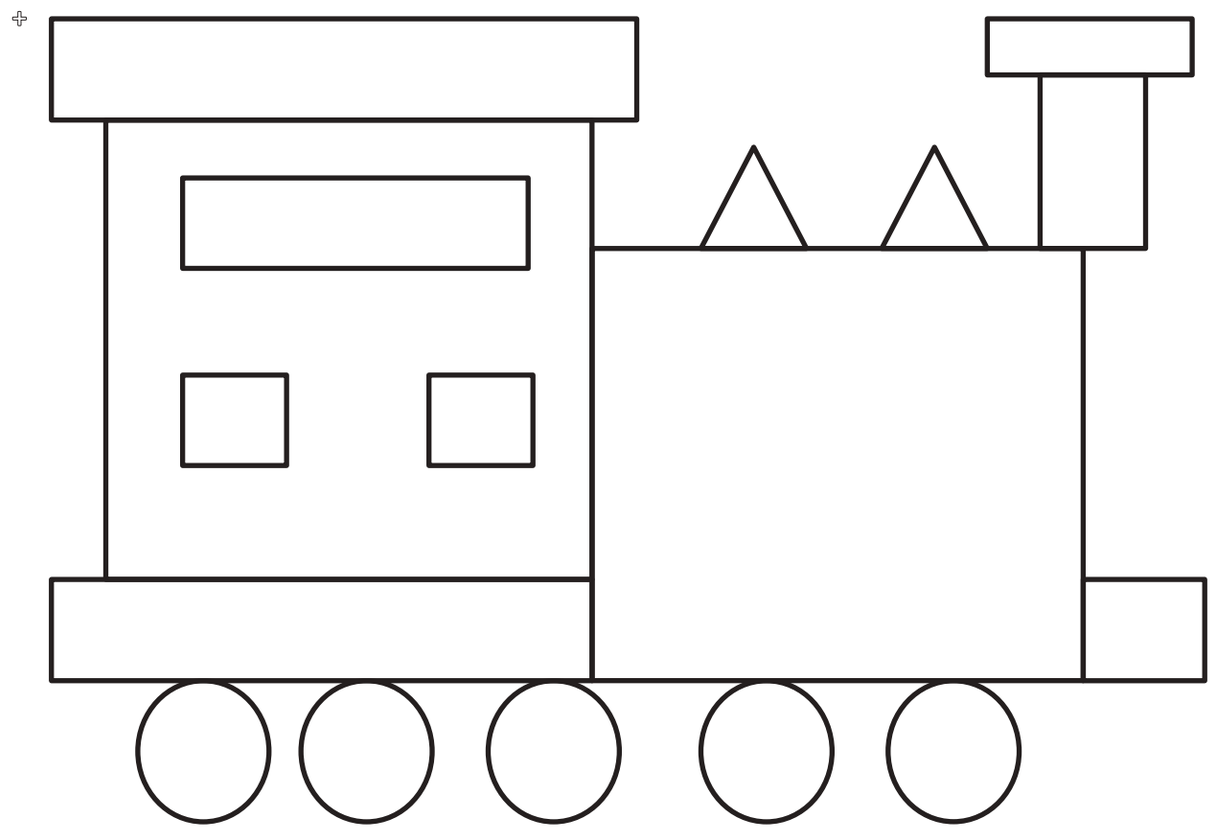
**Activity 1: Identify the shapes of triangle, rectangle, square and circle and write their numbers in blank space.**





3 _____ _____ _____ _____

**Activity 2: Train is made up of triangles, circles, square and rectangles. Identify each shape and colour the triangle blue, circle green, rectangle red and square yellow.**



**Further Practice:**

Solve the related question in textbook, Grade-I at page No. 118, 119 and 120.


A B C
ENGLISH

| Topic 1 | Recognition of Sounds | Level 1 |
|---|---|---|

**Reference:**

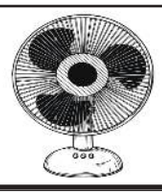
Textbook Page #1-8

| **Student Learning Outcome:** | **SoS Reference:** |
|---|---|
| Articulate the sounds of letters of the alphabets in series and in random order. | Month: 1 |

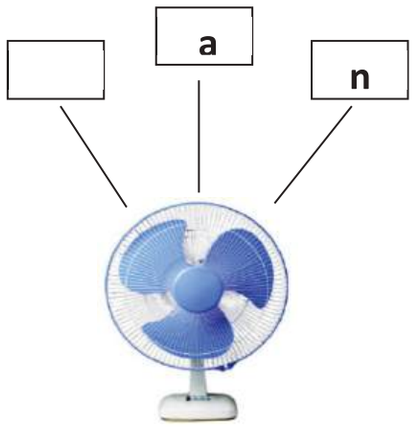
**Teacher Guidelines**

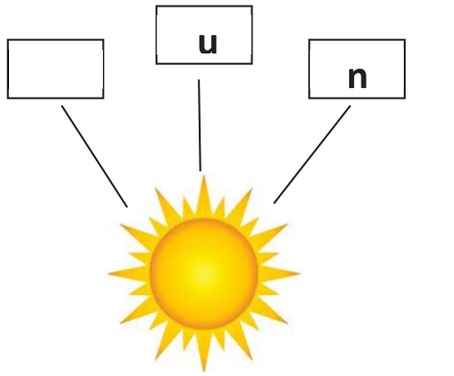
Recall letter sounds using flashcards / pictures / objects or even actions that represent words starting with specific letter sounds. Read aloud the letter sounds then ask learners to repeat looking at each picture. If you want to teach sound of letter 'A' in a word then show them the pictures, learners already know with the letter 'A' (apple, ant).

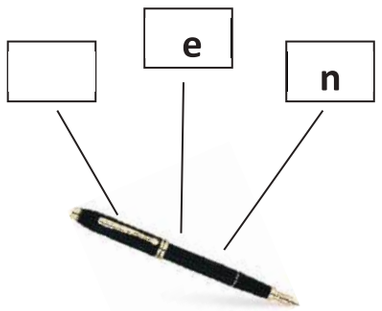
**Activity 01: Encircle the letters with which each picture begins. One is done.**

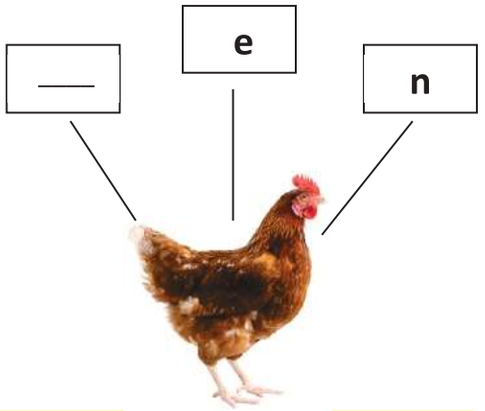
| | | | |
|---|---|---|---|
|  | b<br>t |  | g<br>h |
|  | c<br>g |  | v<br>b |
|  | s<br>r |  | b<br>d |
|  | r<br>o |  | h<br>t |
|  | b<br>f |  | f<br>w |

**Activity 02: Say the name of the picture and write the beginning letter sound.**




**Activity 03: Write the ending letter sound of the pictures given below.**



| b | a | |
|---|---|---|



| c | a | |
|---|---|---|



| b | a | |
|---|---|---|



| b | i | |
|---|---|---|



| b | u | |
|---|---|---|

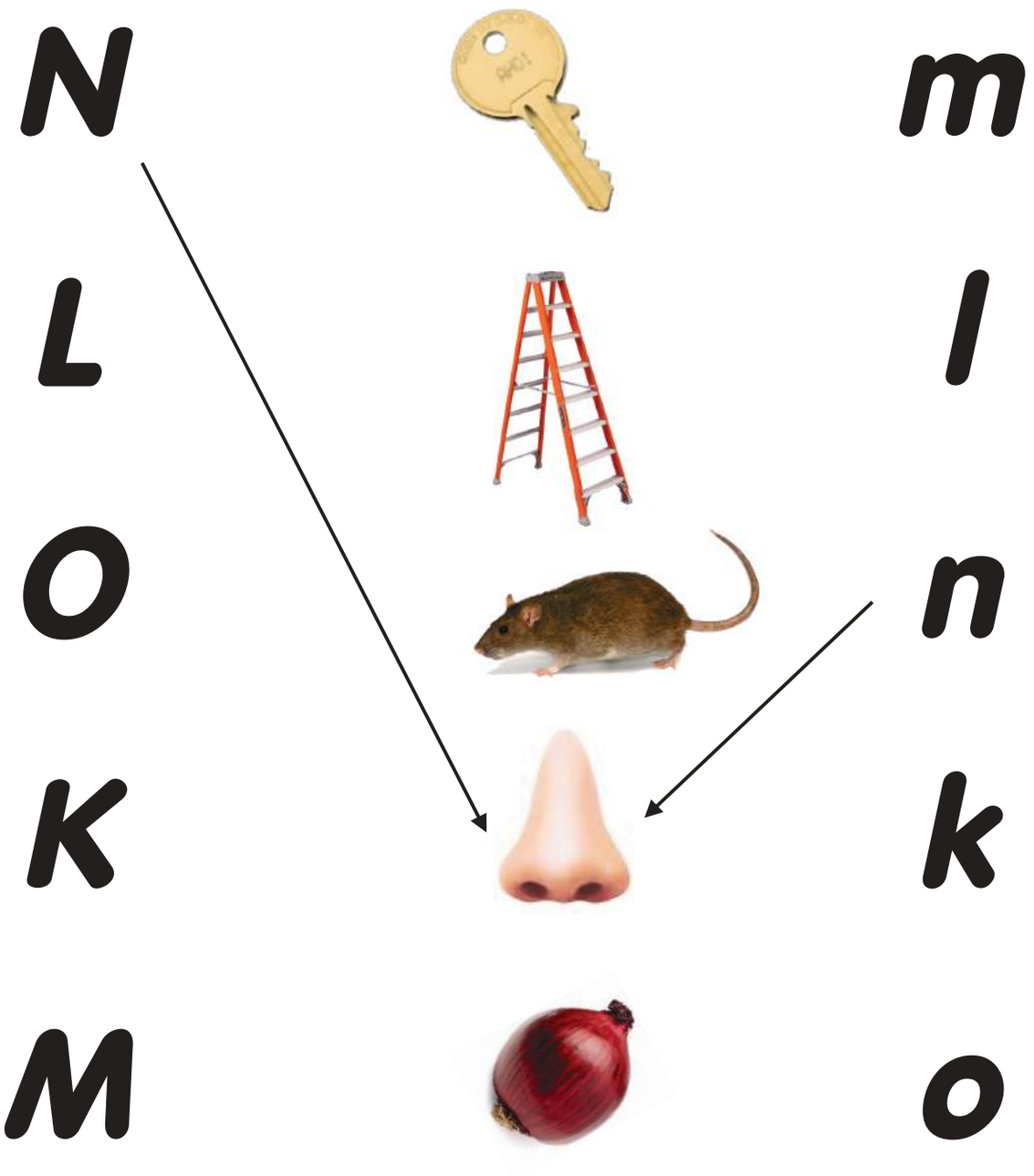


| j | u | |
|---|---|---|

**Teacher Guidelines**

Recall the beginning sounds of letters.
Read aloud the names of pictures.

**Activity 04:** Match the letters with picture. One is done.



| Topic 2 | Alphabet | Level 1 |
|---|---|---|

**Reference:**

Textbook Page #6, 7

**Student Learning Outcome:**

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

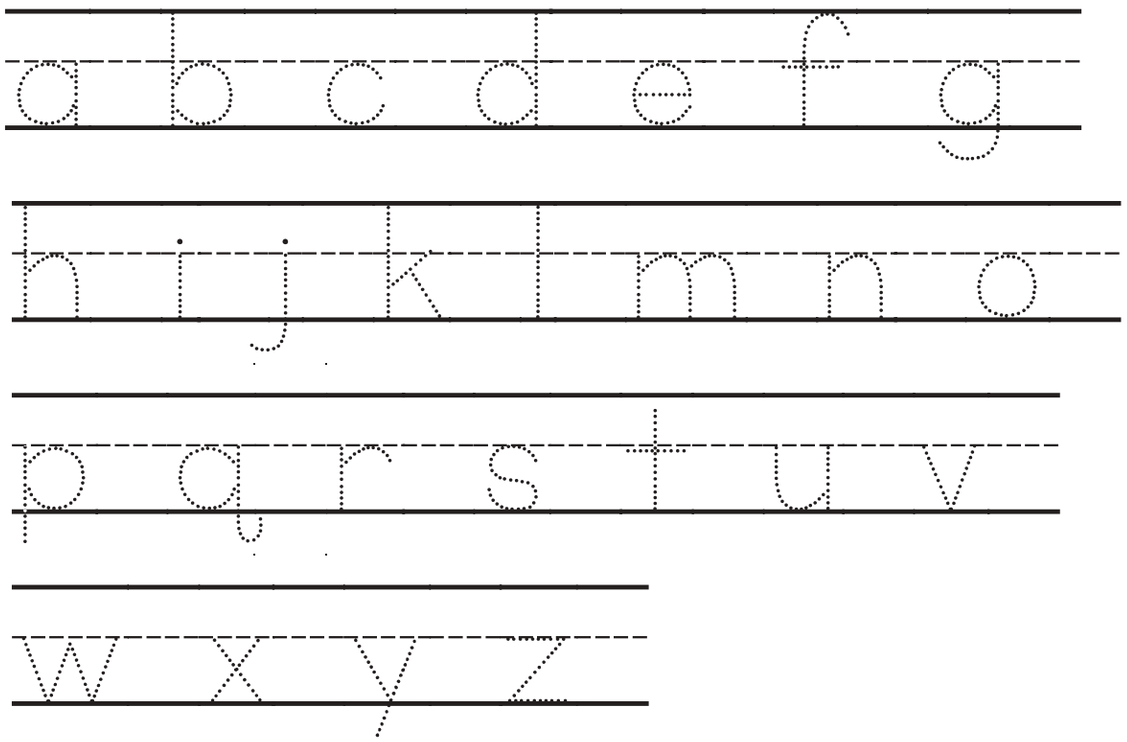
**SoS Reference:**

Month: 1

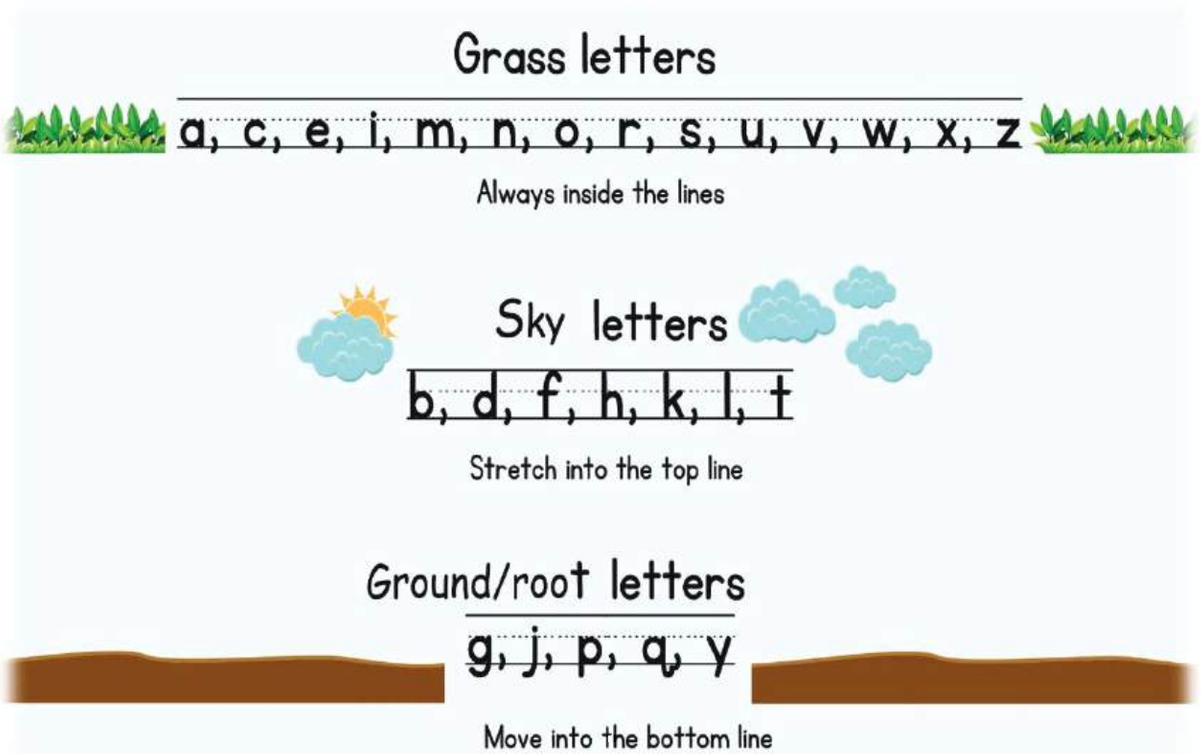
**Teacher Guidelines**

Start by explaining written communication. Show examples of capital letters from books, signs or other materials to familiarize learners with different shapes and sizes. Incorporate catchy songs or rhymes that focus on letters. Singing along and reciting the rhymes repeatedly can help learners remember and recognize the letters quickly.

**Activity 01: Trace small letters written below.**



**Activity 02: Read and notice sky, grass and root letters.**



**Activity 03: Trace and copy the capital and small letters.**

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

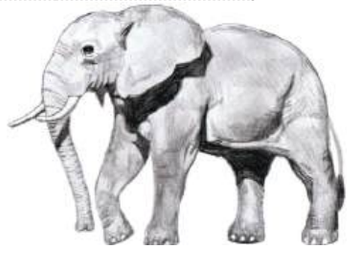
**Activity 04: Write letters which come before and after each letter.**

| | | |
|---|---|---|
| | B b | |
| | E e | |
| | I i | |
| | M m | |
| | P p | |
| | S s | |
| | V v | |
| | Y y | |

**Activity 05: Complete the sentences by using words given in the boxes.**

| | | | | |
|---|---|---|---|---|
| **Tusks** | **memory** | **huge** | **trunk** | **leg** |

An elephant is a_____ animal.



1. An elephant has a long _____.
2. An elephant has a good _____.
3. The pointed teeth of an elephant are called_____.
4. An elephant has four _____.

| Topic 3 | Sounds Change with Words | Level 1 |
|---|---|---|

**Reference:**

Textbook Page #45

**Student Learning Outcome:** | **SoS Reference:**

Recognize that as letters of words change, so do the sounds. | Month: 4

**Teacher Guidelines**

Recall sounds and sound patterns, then orally differentiate different sounds. Read aloud the given sound patterns. Ask the students to repeat. Give more examples.

**Activity 01: Read the words in boxes below and recognize how sounds change with the change in letters.**



**-ed**

bed fed
red
led ted



**-en**

hen ten
pen den
men ben



**-ent**

bent sent
tent went



**-ell**

bell fell
sell well
tell cell

**Activity 02: Look at the pictures given below and complete the ending sounds ‘et’ /’en’/’ent’.**



t ____ ____



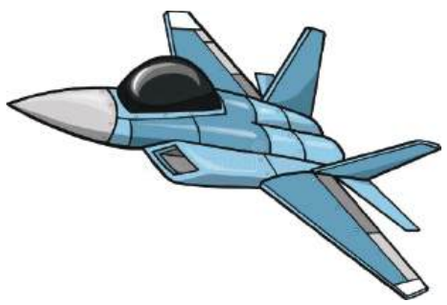
t ____ ____ ____



h ____ ____



n ____ ____



j ____ ____



b ____ ____ _____

| Topic 4 | Digraphs | Level 1 |
|---|---|---|

**Reference:**

Textbook Page # 46

**Student Learning Outcome:**

- Identify digraphs in the initial and final position in a word.

**SoS Reference:**

Month: 5

**Teacher Guidelines**

Give learners more examples of digraphs and then encourage them to complete the activity by their own. Guide learners to identify and colour the digraph ‘ch’, ‘sh’ and ‘th’. The teacher will do model reading for activity 2.

**Activity 01: Say and colour.**






| | |
|---|---|
| chin | much |
| chair | inch |
| cheese | touch |
| chick | lunch |
| cherry | march |

**Activity 02: Listen, say and colour.**

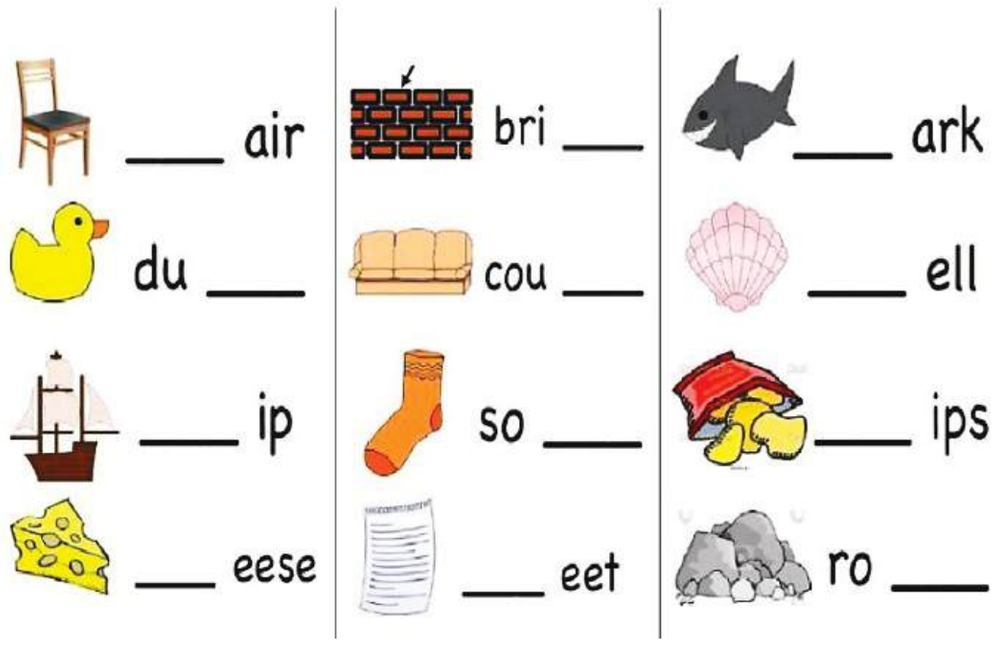
# Ch,Sh,Th

**Instructions-2:** Read the following words and encircle **'ch, sh, th'** digraphs. One is done for you.

chair, ship, thin, throw, chips,

shoes, tooth, fish, child, bench

**Activity 03: look at the pictures and complete the following words by using 'ch', 'sh' and 'ck' etc. digraphs.**



| Topic 5 | Rhyming Words | Level 1 |
|---|---|---|

**Reference:**

Textbook Page # 25,47, 70, 113

**Student Learning Outcome:**

- Change the first sound of a word to make rhyming words, e.g. fan, van, ran, man, etc.
- Read aloud three letter words with reasonable accuracy in pronunciation.

**SoS Reference:**

Month: 5

**Teacher Guidelines**

Read aloud the given poem with proper intonation and pronunciation of rhyming words. Ask learners to close their eyes and enjoy the poem. Invite a few volunteers to recite the poem in chorus. Ask the learners to identify rhyming words from the poem.

**Activity 01: Read the poem below and underline the rhyming words.**



Stop! Stop! That pot is hot!
Grab a lid. Put it on top!
There is a lot of pop-pop-pop
Hopping popcorn in that pot!

**Activity 02: Match the rhyming words.**

| | |
|---|---|
|  Night | Class  |
|  Glass | Kite  |
|  Bat | Hen  |
|  Pen | Mat  |

**Activity 03: Choose the correct rhyming word and fill in the blank.**

**For Example;** ***'Ring'*** *rhymes with* _ _ _ *wing*_ _ _ _ _ *(wing, rain)*

(i) '**Fat**' rhymes with _ _ _ _ _ _ _ _ _ _ _ (ten, hat)

(ii) '**Bun**' rhymes with _ _ _ _ _ _ _ _ _ _ _ (sun, jug)

(iii) '**Hair'** rhymes with _ _ _ _ _ _ _ _ _ _ _ (cat, care)

(iv) '**Ball**' rhymes with _ _ _ _ _ _ _ _ _ _ _ (wall, car)

| Topic 6 | Formulaic Expressions | Level 1 |
|---|---|---|

**Reference:**

Textbook Page #22

| **Student Learning Outcome:** | **SoS Reference:** |
|---|---|
| Articulate, recognize, and use some formulaic expressions to offer and respond to basic routine greetings | Month: 2 |

**Teacher Guidelines**

Read aloud the given greetings and ask learners to repeat after you. Now, explain to the learners which greeting is offered at what time of the day by pointing at the given pictures. Invite a few volunteer learners to read aloud the given greetings. Ask learners to practice the greetings in pairs.

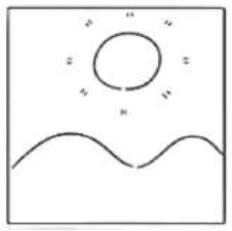
**Activity 01: Look at the pictures and read aloud the given greetings**

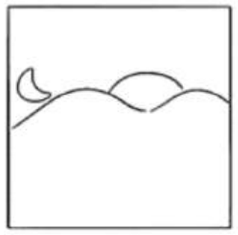





**Activity 02: Read and match.**









Good night

Good afternoon

Good morning

Good evening

| Topic 7 | Sight Words | Level 1 |
|---|---|---|

**Reference:**

Textbook Page #25, 90, 104, 105

**Student Learning Outcome:**

Identify, recognize, and articulate common two to three-lettered sight words and words with common spelling patterns.

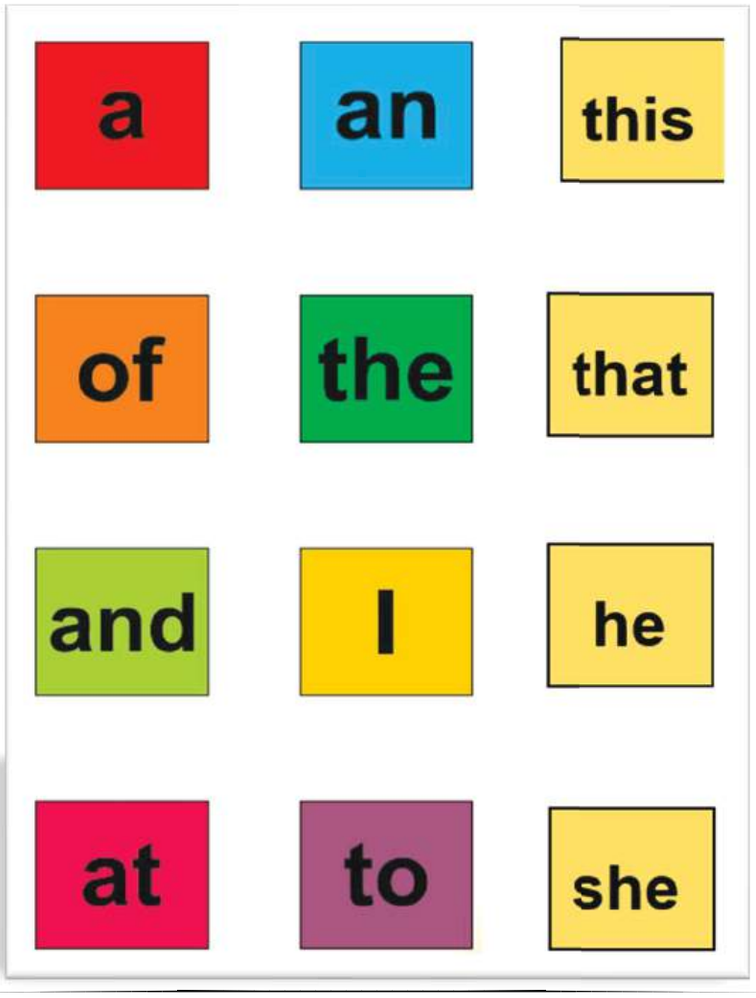
**SoS Reference:**

Month:

**Teacher Guidelines**

Explain to the learners about the sight words. Help learners in doing activities.

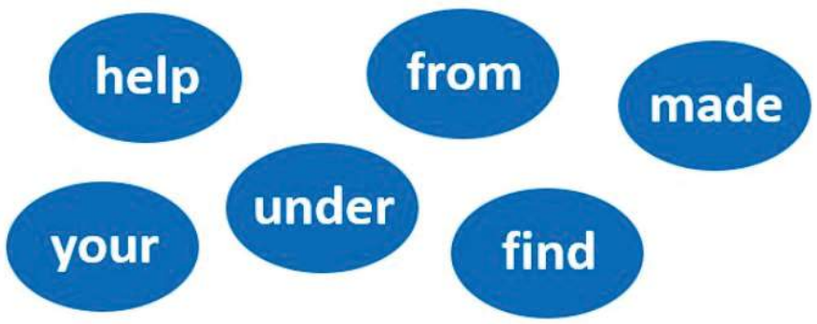
**Activity 01: Look and say.**



**Activity 02: Encircle the correct sight word.**

| | | | |
|---|---|---|---|
| i. | hte | the | eth |
| ii. | she | ehs | seh |
| iii. | and | adn | dan |
| iv. | ouy | you | oyu |
| v. | nca | acn | can |

**Activity 03: Identify and select the word from bubble to complete the sentences below.**




| | |
|---|---|
| 1. | I got a biscuit _____ the store. |
| 2. | I _____ a "chappli kabab "for my sister. |
| 3. | Is that _____favourite book? |
| 4. | My shoes are _____ the bed. |
| 5. | I like to _____ my mother cook dinner. |
| 6. | Did you _____ my red hat? |

| Topic 8 | Describing Pictures | Level 1 |
|---|---|---|

**Reference:**

Textbook Page # 8, 15, 27, 51, 57

**Student Learning Outcome:** **SoS Reference:**

- Point out/name some common objects in a picture or illustration. Describe them in a word or two, or a sentence.
- Trace and write simple one-syllable words with correct spelling. Leave regular spaces between words.

Month: 3

**Teacher Guidelines:**

Encourage learners to look at the pictures and say their names aloud. Make sure correct picture matching with relevant word/name. Explain the concept of 'spelling box' for correct spelling/writing. Also make them clear about sky, grass and root letters concept.

**Activity 01: Look at the picture. Write the name of three objects you see in the picture.**



**Words:** _____ _____ _____

**Activity 02: Name the pictures and write one sentence for each picture.**



**Name:** _____

**Sentence:** _____



**Name:** _____

**Sentence:** _____



**Name:** _____

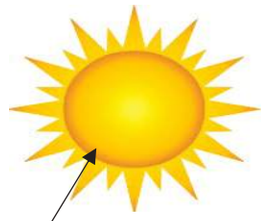
**Sentence:** _____



**Name:** _____

**Sentence:** _____

**Activity 02: Match and write the correct names for pictures. One has been done for you.**

| Match | | Name |
|---|---|---|
| bag |  | s u n |
| hen |  | |
| sun |  | |
| cat |  | |

| Topic 9 | Singular Plural | Level 1 |
|---|---|---|

**Reference:**

Textbook Page #38

**Student Learning Outcome:**

Recognize and change the number of simple naming words by adding or removing “s” (singular/plural).

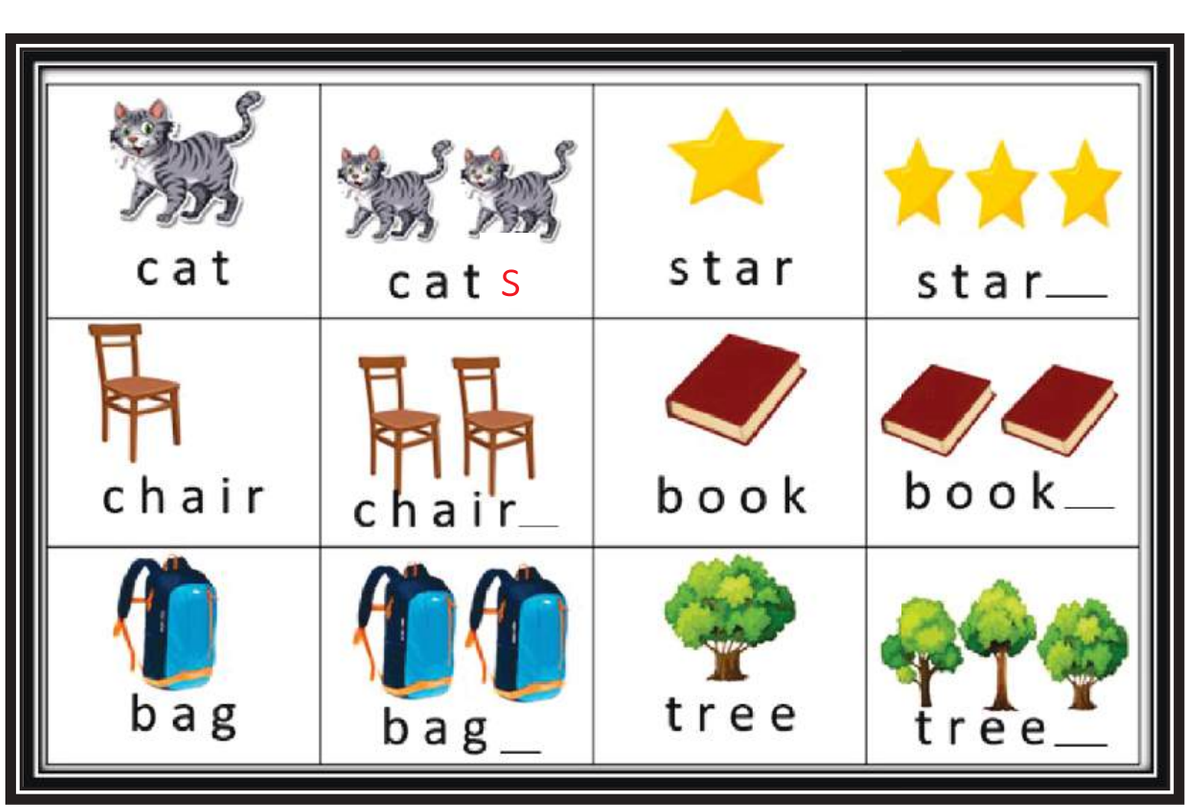
**SoS Reference:**

Month: 4

**Teacher Guidelines**

Explain to the learners that everything has a name. Tell them that singular is one thing and plural is more than one. Some naming words add ‘s’ at the end to become plural, examples: dog/dogs, book/books

**Activity 01: Look and add ‘s’ to make the noun plural.**



**Teacher Guides**

Ask learners to look at the pictures carefully, identify the differences and encircle the correct option.
Explain to the learners that everything has a naming word. Tell them that singular is one thing and plural is more than one. Some naming words add ‘s’ at the end to become plural, examples: dog/dogs, book/books

**Activity 02: Encircle the correct option.**



shoe

shoes



stars

star



car

cars



balls

ball



bird

birds



hen

hens

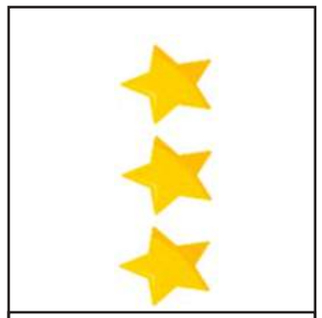
**Teacher Guides**

Guide the learners to focus on singular /plural while writing names.

**Activity 03: Write names of the given pictures.**



One_____



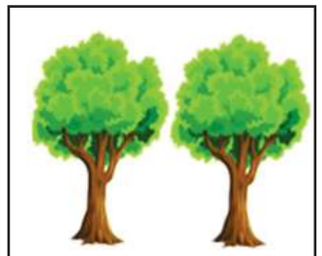
Three_____



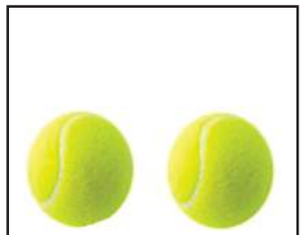
One_____



One_____



Two_____



Two_____

| Topic 10 | Substitution Words | Level 1 |
|---|---|---|

**Reference:**

Textbook Page #17,26

| **Student Learning Outcome:** | **SoS Reference:** |
|---|---|
| Recognize and use substitution words as subjective case: I, we, you, he, she, it, and they. | Month: 3 |

**Teacher Guidelines**

Tell the learners that substitution words are used in the place of naming words. There are two frequently used cases of substitution words: subjective case and objective case. Subjective case performs the action of the verb. Give them further examples.

**Activity 01: Read the following sentences and write the substitution words. One has been done for you.**

i. I am Ahmed. I

ii. She is Amina. _____

iii. We are friends. _____

iv. She is Sara. _____

v. They are happy. _____

vi. It is a cat. _____

vii. You are late. _____

**Activity 02: Read aloud.**



the boy he



the girl she



a cat it



you and I we



my friends they

**Activity 02: Match the substitution words with the relevant words in Column A.**

| A | B |
|---|---|
| my friends | we |
| the girl | it |
| a cat | she |
| you and I | he |
| the boy | they |

**Activity 03: Write substitution words. One is done.**

| A | B |
|---|---|
| Ali | he |
| Asma | _____ |
| friends | _____ |
| Sohail & I | _____ |
| cow | _____ |

| Topic 11 | Use of is/am/are | Level 1 |
|---|---|---|

**Reference:**

Textbook Page #83

| **Student Learning Outcome:** | **SoS Reference:** |
|---|---|
| Use am, is, and are in short sentences to identify and describe a person, place, and thing e.g. I am. | Month: 6 |

**Teacher Guidelines**

Explain to learners that **'am', 'is'** and **'are'** are used with a naming or a substitution word' in a sentence. Tell them that use **am** with **I**. Use **is** for **he, she** and **it**. Use **are** for **you, we** and **they**. Elaborate further by giving various examples from the immediate environment. Then give them the worksheet.

**Activity 01: Read the use of 'is, am' and 'are'. Read the following sentences.**

i. I am Ahmed.



ii. She is Sara.



iii. You are a girl.

iv. He is happy.



v. They are late.

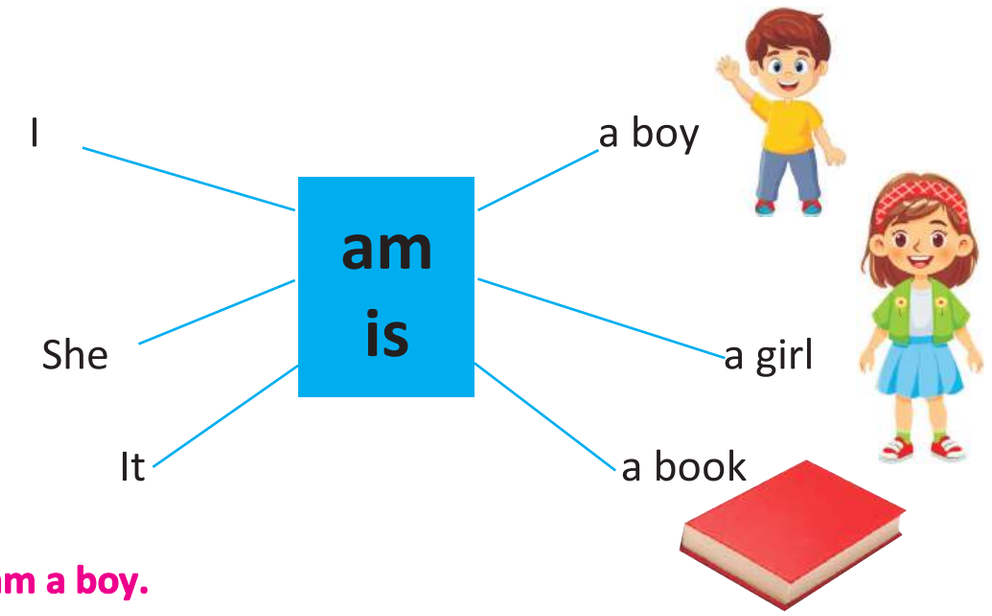


vi. We are students.

**Activity 02: Read the following.**

| | | |
|---|---|---|
| He | is | a boy. |
| She | | a girl. |
| You | are | angry. |
| They | | sad. |
| I | am | happy. |

**Activity 03: Make complete sentences using the word given in the box. One is done.**




1. **I am a boy.**
2. _____
3. _____

| Topic 12 | Pointing Words | Level 1 |
|---|---|---|

**Reference:**

Textbook Page #39

**Student Learning Outcome:**

Recognize and use words that point to something: this, that, these, those.

**SoS Reference:**

Month: 3

**Teacher Guidelines**

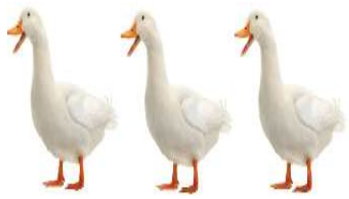
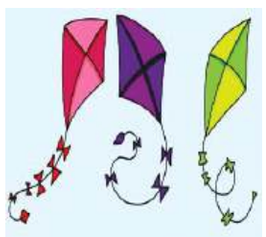
Explain to the learners that **'this, that, those'** and **'these'** are called pointing words. '**This**' is used for near but singular object. '**These**' is used for plural objects near to you. '**That**' is used for a singular object that is away and '**those**' is used for the plural objects away from you. Give them some examples and ask them to complete the activity. Point to the classroom's objects to explain the concept.

**Activity 01: Complete the sentences using 'this', 'that'.**




1. _____ is a tree.
2. _____ is a house.
3. _____ is a train.
4. _____ is a duck.
5. _____ is a car.
6. _____ is a ball.
7. _____ is a flower.

**Activity 02: Fill in the blanks with ‘these’ or ‘those’.**

| | |
|---|---|
| (i) _These___ are cats. |  |
| (ii) _Those__ are dogs. |  |
| (iii) _____ are apples. |  |
| (iv) _____ are ducks. |  |
| (v) _____ are kites. |  |

**Activity 02: Use ‘this’, ‘these’, ‘that’ or ‘those’.**

| | |
|---|---|
|  | What is .....? |
|  | What is ..... ? |
|  | What are .....? |
|  | What are .....? |
|  | What are .....? |
|  | What is ..... ? |
|  | What are .....? |
|  | What is ..... ? |

| Topic 13 | Introducing Self | Level 1 |
|---|---|---|

**Reference:**

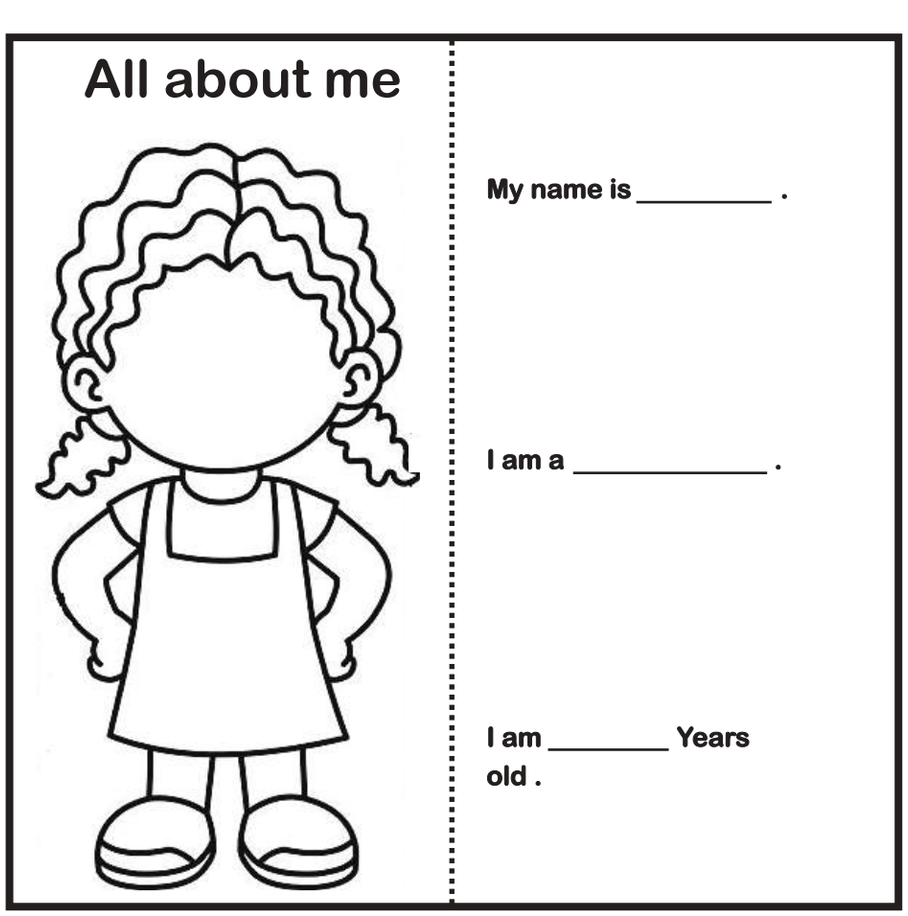
Textbook Page #11, 12

| Student Learning Outcome: | SoS Reference: |
|---|---|
| Demonstrate common conventions and dynamics of oral interactions in a group to introduce themselves | Month: 1 |

**Teacher Guidelines**

- Invite a few volunteer learners and ask them to roleplay the given dialogue. Activity-1
- Explain to the learners when we introduce ourselves, we should tell our name, age, class, school's address, etc.
- Ask a few learners to introduce themselves to the class Activity-2
- Tell learners to ask the given questions in pairs activity-3

**Activity 01: Write about yourself.**



**Activity 02: Write about yourself.**

## name

*My name is ……*

*My surname is ……*

*I am ……*





## *age*

*I am …….. years old.*

*My date of birth is……*

## *address*

*I live in……*






## *school*

The name of my school is……

**Activity 03: Write the information about yourself in the blanks.**

# Introduce Yourself!

What's your name?
My name is _____ .

How old are you?
I am _____ years old.

Whats's your favourite colour?
My favourite colour is _____ .

What is the name of your school?
The name of my school is_____ .

| Topic 14 | Punctuation | Level 1 |
|---|---|---|

**Reference:**

Textbook Page #17, 94, 106, 112, 115, 118

**Student Learning Outcome:**

Construct simple sentences of three or four words using correct capitalization, punctuation, and spelling.

**SoS Reference:**

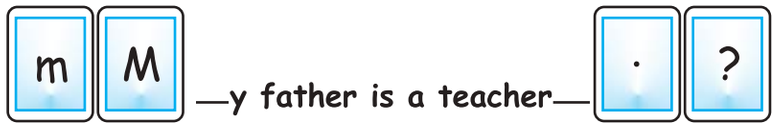
Month: 3

**Teacher Guidelines**

Encourage learners to write simple sentences and focus on structure of language and word pattern. Discuss the concept and importance of punctuation marks.

**Activity 01: Tick the correct one. One is done.**

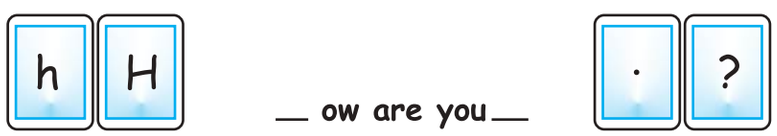








**Activity 02: Read the following words and write them correctly to make sentences.**

**is this cat a**



_____

**dog is a this**



_____

**hen this a is**



_____

**Activity 03: Write a simple sentence about each pictures.**









# اُردُو




**عنوان**

## حروفِ تہجی کی آوازیں

| | | | |
|---|---|---|---|
| درسی کتاب | پرائمر، صفحہ نمبر:۱۵۱ | جماعت اوّل، صفحہ نمبر:۱تا۵ | سکیم آف سٹڈی: پہلا مہینہ |

### حاصلِ تعلم

اُردُو زبان میں حروفِ تہجی کی اصوات کو سُن کر پہچان سکیں۔

### ہدایات برائے اساتذہ کرام

طلبہ کو بتائیں کہ حُروفِ تہجی کی دو قسمیں ہیں۔

ہلکے حُروف (بہ لحاظِ صوت)

جیسے: ا آ ب پ ت ٹ ث

ج چ ح خ د ڈ ذ

ر ڑ ز ژ س ش ص

ض ط ظ ع غ ف ق

ک گ ل م ن و ہ

ء ی ے۔

بھاری حُروف (بہ لحاظِ صوت)

جیسے: بھ پھ تھ ٹھ جھ چھ دھ

ڈھ رھ ڑھ کھ گھ لھ مھ نھ

## سرگرمی نمبر1

دی گئی مثال کے مطابق ہلکے اور بھاری حروف الگ الگ خانوں میں لکھیں۔

| | | | | | |
|---|---|---|---|---|---|
| ٹھ | ج | د | لھ | ڑ | گ |
| پھ | گھ | و | جھ | ی | مھ |

| ہلکے حروف | بھاری حروف |
|---|---|
| ب | بھ |
| | |
| | |
| | |
| | |
| | |
| | |

## سرگرمی نمبر2

مثال کے مطابق ہلکے اور بھاری حُروف کا لحاظ رکھتے ہوئے تصویر کا نام، جس حرف سے شروع ہوتا ہے، لکھیں۔



ت

_____



_____



_____



_____



_____

## سرگرمی نمبر3



طلبہ کو نیم دائرے میں کھڑا کریں اور ایک ڈبے میں حروفِ تہجی کے کارڈ ڈالیں۔ معلم طلبہ کو ہدایات دیں کہ جب تک میں تالی بجاتا / بجاتی رہوں آپ ڈبے کو گھماتے رہیں۔ جہاں میں تالی بجانا روکوں تو جس کے ہاتھ میں ڈبا ہو تو وہ حروفِ تہجی کا ایک کارڈ نکالے، کارڈ پر جو حرف لکھا گیا ہے دوسرے طلبہ کو اس حرف کی پہچان اور آواز بتائے۔ اب یہ طالب علم اس کارڈ کو اپنے پاس رکھ لے اور معلم دوبارہ تالی بجانا شروع کرے اور یہ عمل سارے کارڈ ختم ہونے تک جاری رکھے۔

**********

| عنوان | حروفِ تہجی کی لکھائی | | | |
|---|---|---|---|---|
| درسی کتاب | پرائمر، صفحہ نمبر:۱۴۷، ۱۵۱ | جماعت اوّل: صفحہ نمبر ۱ تا ۵ | سکیم آف سٹڈی | پہلا مہینہ |

## حاصلاتِ تعلّم

- اُردُو زبان میں حروفِ تہجی کی اصوات ادا کر سکیں۔
- حروفِ تہجی کی اشکال درست بناوٹ سے لکھ سکیں۔

## ہدایات برائے اساتذہ کرام

- اساتذہ تختۂ تحریر پر حروفِ تہجی نقاط کی صورت میں لکھیں۔
- طلبہ باری باری ان حروف کی آوازیں ادا کریں اور ان پر چاک / مار کر پھیریں۔
- طلبہ سے باری باری ہوا میں اشاروں سے حروف کی اشکال بنوائیں اور ادائی کروائیں۔
- طلبہ سے ورک شیٹ پر حروف لکھوائیں۔ طلبہ جب لکھ رہے ہوں تو ان کی مناسب رہ نمائی کریں۔
- طلبہ کے کام کی پڑتال کریں اور اغلاط کی اصلاح کریں۔

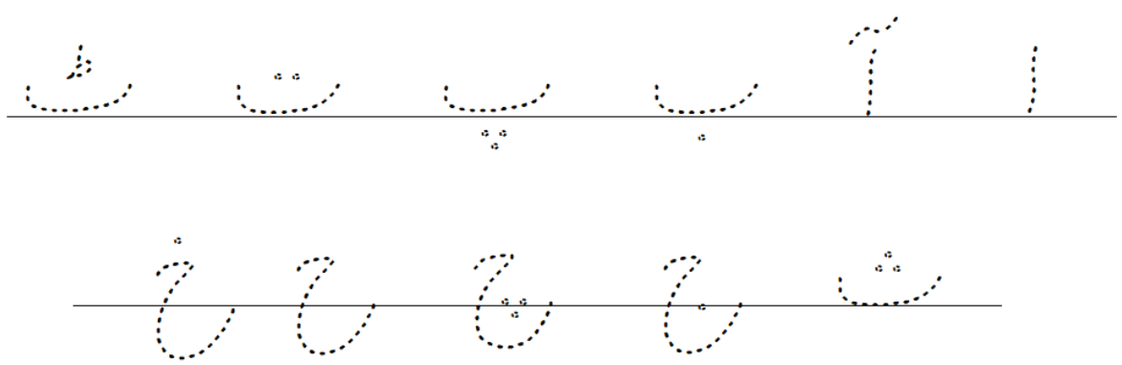
## سرگرمی نمبر1

'ا' تا 'خ' حروف کی آوازیں ادا کریں۔

ا آ ب پ ت ٹ

ث ج چ ح خ

درج ذیل حروف پر پنسل پھیریں۔



تصویر پہچانیں اور تصویر کے نام کے پہلے حرف / آواز پر (✓) کا نشان لگائیں۔

| | | |
|---|---|---|
| ش س  | ذ ز  | ر ڑ  |
| د ذ  | ڈ ژ  | د ش  |

د ڈ ذ ر ڑ ز

ژ س ش

درج ذیل حروف پر پنسل پھیریں۔

د ڈ ذ ر ڑ ز

ژ س ش

تصویر دیکھ کر تصویر کے نام کی آخری آواز / حرف ادا کریں اور لکھیں۔

| | | |
|---|---|---|
|  |  |  |
| _____ | _____ | _____ |
|  |  |  |
| _____ | _____ | _____ |

## سرگرمی نمبر3

'ص' تا 'گ' حروف کی آوازیں ادا کریں۔

ص ض ط ظ ع غ

ف ق ک گ

درج ذیل حروف پر پنسل پھیریں۔

ص ض ط ظ ع غ

ف ق ک گ

حرف کو متعلقہ تصویر سے ملائیں۔




## سرگرمی نمبر4

'ل' 'تا' 'ے' حروف کی آوازیں ادا کریں۔

ل م ن و ہ ء ی ے

درج ذیل حروف پر پنسل پھیریں۔

ل م ن و ہ

ع ی ے

حروف تہجی مکمل کر کے ادائی کریں۔

| | | | | | |
|---|---|---|---|---|---|
| ا | | ب | پ | | ٹ |
| | ج | | ح | خ | |
| ڈ | | ر | ڑ | | |
| س | | ص | | ط | ظ |
| ع | | ف | ق | | |
| ل | م | | | ہ | ء |
| | | ی | | | |

## سرگرمی نمبر 5

بھاری حروف (مرکب حروف) "ھ"

میرا نام دو چشمی "ھ" ہے لیکن میری آواز "ہ" کی طرح نہیں ہے۔ میں دوسرے حروف سے مِل کر اُن کی آواز کو بھاری کر دیتی ہوں۔

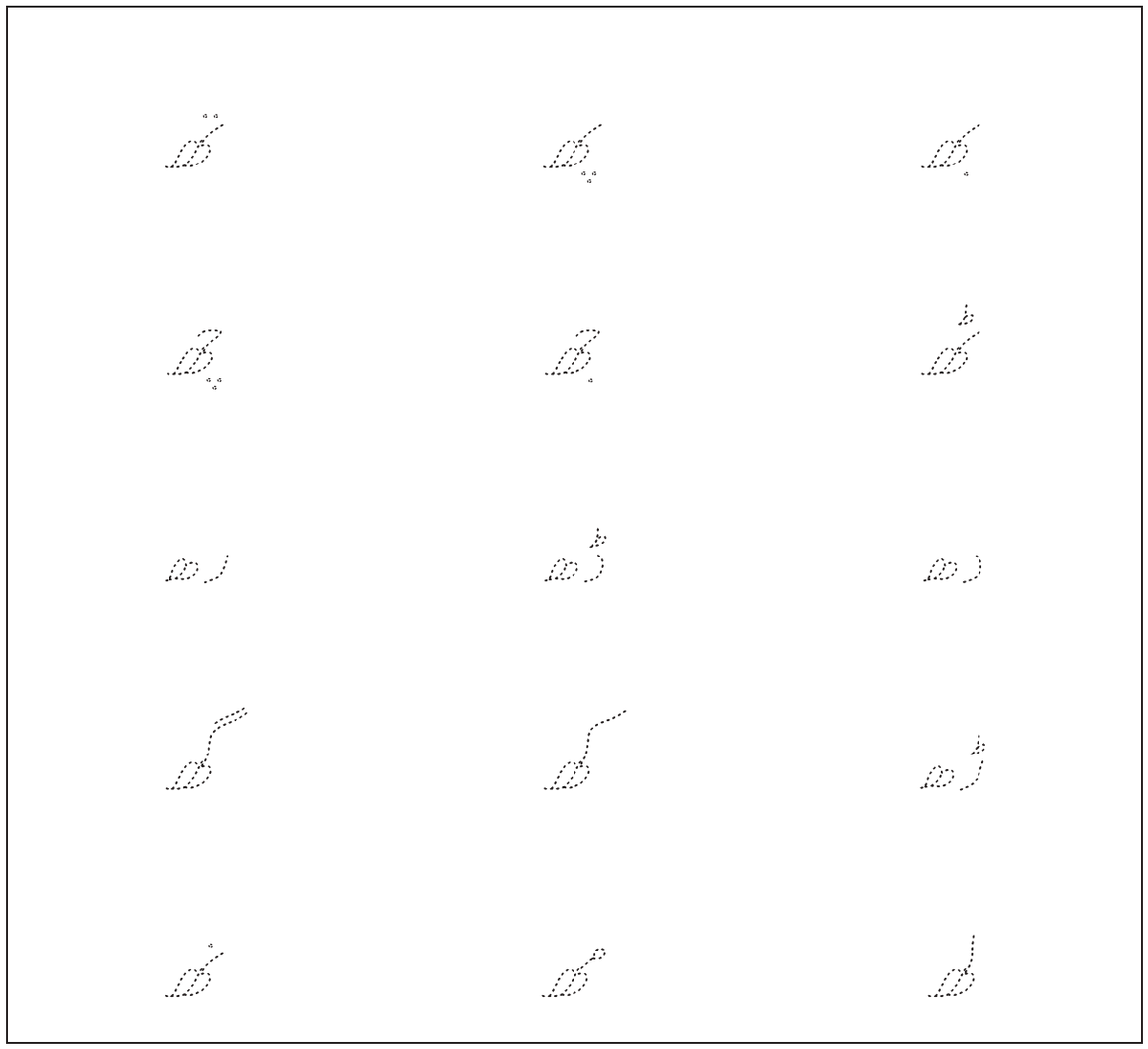
جیسے:

بھ پھ تھ ٹھ جھ چھ دھ

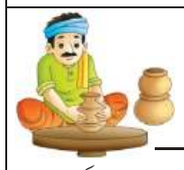
ڈھ رھ ڑھ کھ گھ لھ

مھ نھ

درج ذیل بھاری حروف پر پنسل پھیریں۔



پڑھیے اور مثال کے مطابق متعلقہ لفظ دوبارہ لکھیے۔

| | |
|---|---|
| بھ _____ بھالو _____  بھالُو | تھ _____ _____  تھیلا |
| پھ _____ _____  پھول | چھ _____ _____  چھتری |
| جھ _____ _____  جھنڈا | ٹھ _____ _____  ٹھیلا |
| دھ _____ _____  دھنک | ڈھ _____ _____  ڈھول |
| کھ _____ _____  کھیرا | گھ _____ _____  گھوڑا |
| لھ _____ _____  چولھا | مھ _____ _____  کمھار |

نھ _____ _____  ننھّا

**********

| عنوان | حروفِ تہجی کی چھوٹی ملواں شکلیں | | |
|---|---|---|---|
| درسی کتاب | جماعت اوّل، صفحہ نمبر:۶۰،۷۰ | سکیم آف سٹڈی | پہلا مہینہ |

## حاصلِ تعلم

ارکان اور الفاظ میں حروفِ تہجی کی چھوٹی ملواں شکلوں کی شناخت کر کے پڑھ سکیں۔

## ہدایات برائے اساتذہ کرام

- سرگرمی نمبر 1 میں طلبہ سے دی گئی اشکال کی آوازیں ادا کروائیں۔
- جب طلبہ تمام حروف کی آوازیں ادا کر لیں تو انھیں حروف پر پنسل پھیرنے کو کہیں۔
- سرگرمی نمبر 2 میں طلبہ سے دیے گئے حروف کے نام اور آوازیں اخذ کروائیں اور دیے گئے حروف کی چھوٹی اشکال لکھوائیں۔
- سرگرمی نمبر 3 میں دیے گئے الفاظ طلبہ سے پڑھوائیں اور ان الفاظ میں ان کی چھوٹی اور ملواں اشکال کی نشان دہی کروائیں۔

## سرگرمی نمبر 1

آدھی اشکال کی آوازیں ادا کریں۔



درج ذیل آدھی اشکال پر پنسل پھیریں۔



## سرگرمی نمبر2

درج ذیل حروف کی آدھی اشکال لکھیں۔

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ب | | پ | | ت | | ٹ | |
| ث | | ج | | چ | | ح | |
| خ | | س | | ش | | ص | |
| ض | | ع | | غ | | ف | |
| ق | | ک | | گ | | ل | |
| م | | ن | | ہ | | ی | |

## سرگرمی نمبر3

مثال کے مطابق درج ذیل الفاظ کو پڑھیں اور ان میں چھوٹی اشکال پر دائرہ لگا کر اِن کی نشان دہی کر کے دی گئی جگہ پر لکھیں۔

مثال: چوزا _____

| | | | |
|---|---|---|---|
| چھت | _____ | سِل | _____ |
| چُپ | _____ | بَس | _____ |
| وَقت | _____ | شکُل | _____ |
| صَبر | _____ | قطار | _____ |

**********

| عنوان | ارکان سازی | | | |
|---|---|---|---|---|
| درسی کتاب | پرائمر، صفحہ نمبر:۱۵۴،۱۵۳ | جماعت اوّل، صفحہ نمبر:۱۸،۱۷ | سکیم آف سٹڈی | پہلا مہینہ |

## حاصلِ تعلّم

حروف کو ملا کر ارکان اور ارکان کو ملا کر الفاظ پڑھ سکیں۔

## ہدایات برائے اساتذہ کرام

طلبہ کو حروفِ علّت (ا،و،ی،ے) کے ساتھ ارکان سازی سکھائیں۔ ارکان بناتے ہوئے ہرگز ہجے نہ کروائیں۔ جب طلبہ ارکان سازی میں مہارت حاصل کر لیں تو پھر ان ارکان کی مدد سے الفاظ سازی کی مشق کرائیں۔

## سرگرمی نمبر1

ارکان پڑھیں۔

| ’ا‘ کے ساتھ ارکان سازی | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| با | پا | تا | ٹا | ثا | جا | چا | حا | خا | دا |
| ڈا | ذا | را | ڑا | زا | ژا | سا | شا | صا | ضا |
| طا | ظا | عا | غا | فا | قا | کا | گا | لا | ما |
| | | | نا | وا | ہا | یا | | | |

| ’و‘ کے ساتھ ارکان سازی | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| بو | پو | تو | ٹو | ثو | جو | چو | حو | خو | دو |
| ڈو | ذو | رو | ڑو | زو | ژو | سو | شو | صو | ضو |
| طو | ظو | عو | غو | فو | قو | کو | گو | لو | مو |
| | | | نو | وو | ہو | یو | | | |

| 'ی' کے ساتھ ارکان سازی | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| بی | پی | تی | ٹی | ثی | جی | چی | حی | خی | دی |
| ڈی | ذی | ری | ڑی | زی | ژی | سی | شی | صی | ضی |
| طی | ظی | عی | غی | فی | قی | کی | گی | لی | می |
| | | | نی | ہی | یی | | | | |

| 'ے' کے ساتھ ارکان سازی | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| بے | پے | تے | ٹے | ثے | جے | چے | حے | خے | دے |
| ڈے | ذے | رے | ڑے | زے | ژے | سے | شے | صے | ضے |
| طے | ظے | عے | غے | فے | قے | کے | گے | لے | مے |
| | | | نے | ہے | یے | | | | |

مثالوں کے مطابق دیے گئے ارکان کی مدد سے چار چار (۴) الفاظ بنائیں اور لکھیں۔

مثال: با + جا = باجا

_____ _____ _____ _____

مثال: بو + لو = بولو

_____ _____ _____ _____

مثال: پی + تی = پیتی

_____ _____ _____ _____

مثال: بے + ٹے = بیٹے

_____ _____ _____ _____

## سرگرمی نمبر2

حروفِ صحیح اور حروفِ علّت کو جوڑ کر اِرکان بنائیں۔

| مثال | ب + ا = | با _____ |
|---|---|---|
| (۱) | ف + ا = | _____ |
| (۲) | ی + ا = | _____ |
| (۳) | ت + ا = | _____ |
| (۴) | ن + و = | _____ |
| (۵) | ل + و = | _____ |
| (۶) | ج + ی = | _____ |

| | | |
|---|---|---|
| (۷) | ع + ی = | _____ |
| (۸) | ط + ی = | _____ |
| (۹) | ت + ے = | _____ |
| (۱۰) | ج + ے = | _____ |
| (۱۱) | ل + ے = | _____ |

## سرگرمی نمبر 3

مثال کے مطابق حُروفِ علّت سے الفاظ جوڑ کر نئے الفاظ بنایئے۔

| الفاظ | ا | و | ی | ے |
|---|---|---|---|---|
| کاٹ | کاٹا | کاٹو | کاٹی | کاٹے |
| روک | | | | |
| بول | | | | |
| سوچ | | | | |
| مار | | | | |

* * * \

| عنوان | حرکات (اِعراب) | | |
|---|---|---|---|
| درسی کتاب | جماعت اوّل، صفحہ نمبر: ۳۲ تا ۳۷ | سکیم آف سٹڈی | دوسرا مہینہ |

## حاصلِ تعلّم

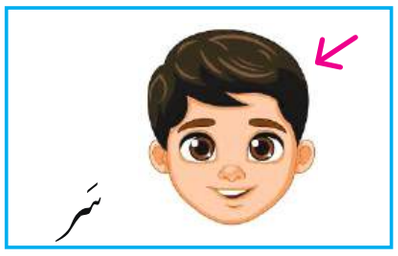
حرکات (پیش، زبر، زیر وغیرہ) کی تبدیلی سے الفاظ کو درست تلفظ سے پڑھ سکیں۔

## ہدایات برائے اساتذہ کرام

- سرگرمی نمبر 1 میں تصاویر کی مدد سے طلبہ سے دیے گئے زبر والے الفاظ پڑھوائیں۔ الفاظ پڑھنے میں طلبہ کی مناسب رہ نمائی کریں۔ طلبہ کو بتائیں کہ حروف کے اوپر لگائی گئی چھوٹی سی ترچھی علامت زبر کہلاتی ہے۔ اس کی آواز 'اَ' ہوتی ہے۔ طلبہ کو کہیں کہ دیے گئے الفاظ میں پہلے حرف پر زبر لگائیں اور صحیح تلفظ سے الفاظ ادا کریں۔
- سرگرمی نمبر 2 اور 3 میں زیر اور پیش کے ساتھ دیے گئے الفاظ طلبہ سے پڑھوائیں۔ انھیں بتائیں کہ حروف کے نیچے لگائی گئی ترچھی علامت زیر کہلاتی ہے اور حروف کے اوپر 'و' شکل کی علامت پیش کہلاتی ہے۔ زیر کی آواز 'اِ' ہوتی ہے اور پیش کی آواز 'اُ' ہوتی ہے۔ طلبہ کو کہیں کہ سرگرمی نمبر 2 میں دیے گئے الفاظ میں پہلے حرف کے ساتھ زیر لگا کر صحیح تلفظ سے ادا کریں اور سرگرمی نمبر 3 میں دیے گئے الفاظ میں پہلے حرف کے اوپر پیش لگا کر صحیح تلفظ سے ادا کریں۔

### سرگرمی نمبر 1

زبر (ـَ) کے ساتھ الفاظ پڑھیں۔










مثال کے مطابق دیے گئے الفاظ میں پہلے حرف پر زبر (ـَ) لگائیں اور پڑھیں۔

| اَب | رب | دم |
|---|---|---|
| در | کل | پر |
| نل | سب | رش |

## سرگرمی نمبر2

زیر (ـِ) کے ساتھ الفاظ پڑھیں۔


نِب


جِن


دِل

مثال کے مطابق دیے گئے الفاظ کے پہلے حرف کے ساتھ زیر (ـِ) لگائیں اور پڑھیں۔

| اِن | بن | دن |
|---|---|---|
| گن | مل | بل |
| تل | پن | کن |

## سرگرمی نمبر3

پیش (ـُ) کے ساتھ الفاظ پڑھیں۔


گُڑ


دُم


پُل

مثال کے مطابق دیے گئے الفاظ میں پہلے حرف پر پیش (ـُ) لگائیں اور پڑھیں۔

| اُس | تم | ان |
|---|---|---|
| سکھ | رخ | اٹھ |
| رک | دھن | کل |

## سرگرمی نمبر4

مثال کے مطابق تصویر دیکھ کر لفظ لکھیں اور اس کے پہلے حرف پر 'زبر'، 'زیر' یا 'پیش' لگائیں۔

| جیسے:  | | اَنڈا | |
|---|---|---|---|
| تصویر | لفظ | تصویر | لفظ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

**********

| عنوان | معروف، مجہول اور لین 'و'، 'ی' اور 'ے' کی پڑھائی | | |
|---|---|---|---|
| درسی کتاب | جماعت اوّل، صفحات نمبر: ۴۰،۴۱،۴۲،۴۳،۴۷،۴۸،۴۹،۵۰ | سکیم آف سٹڈی | دوسرا مہینہ |

## حاصلِ تعلم

واؤ معروف، واؤ مجہول، واؤ لین، یائے معروف، یائے مجہول اور یائے لین کے الفاظ میں امتیاز کر سکیں۔

## ہدایات برائے اساتذہ کرام

- جب واؤ (و) سے پہلے حرف پر پیش ہو تو اس واؤ کی آواز 'اُو' ہو گی اور اسے 'واؤ معروف' کہتے ہیں۔ جب واؤ سے پہلے حرف پر زبر ہو تو اس کی آواز 'اَو' ادا کی جائے گی۔ اس واؤ کو 'واؤ لین' کہتے ہیں۔ جب واؤ سے پہلے حرف پر کوئی حرکت نہ ہو تو ایسی واؤ کی آواز 'او' (O) ادا کی جائے گی۔ ایسے واؤ کو 'واؤ مجہول' کہتے ہیں۔
- 'ی' جب کسی لفظ کے درمیان میں آئے تو اس کی شکل تبدیل ہو کر 'ی' ہو جاتی ہے۔ اس سے پہلے حرف کے ساتھ زیر ہو تو اس کی آواز 'ای' (E) ادا کی جاتی ہے اور اسے 'یائے معروف' کہتے ہیں۔
- 'ے' جب کسی لفظ کے درمیان آئے تو اس کی شکل تبدیل ہو کر 'ی' ہو جاتی ہے اور اس سے پہلے حرف پر کوئی حرکت بھی نہ ہو تو اس کی آواز 'اے' (A) ہو جاتی ہے۔ ایسی 'ے' کو 'یائے مجہول' کہتے ہیں۔
- 'ے' جب کسی لفظ کے درمیان میں آئے تو اس کی شکل تبدیل ہو کر 'ی' ہو جائے گی اور اگر اس سے پہلے حرف پر زبر ہو تو اس کی آواز 'ئے' ادا ہو گی۔ ایسی 'ے' کو 'یائے لین' کہتے ہیں۔

## سرگرمی نمبر1

حرف 'و' کی پڑھائی پیش (ـُـ) کے ساتھ۔ (واؤ معروف)

| | | |
|---|---|---|
| جُو + تا = | جُوتا |  |
| مُو + لی = | مُولی |  |
| سُو + رج = | سُورج |  |

درج ذیل الفاظ میں 'و' سے پہلے حرف پر پیش (ـُـ) لگا کر پڑھیں۔

| | | | | | | |
|---|---|---|---|---|---|---|
| پورا | چوری | خون | دور | دودھ | دھوپ | |
| جھوٹ | پھول | روپ | خوب صورت | | | |

## سرگرمی نمبر2

حرف 'و' کی پڑھائی زبر (ـَـ) کے ساتھ۔ (واؤ لین)

| | | |
|---|---|---|
| پَو + دا = | پَودا |  |
| فَو + جی = | فَوجی |  |
| حَو + ض = | حَوض |  |

درج ذیل الفاظ میں پہلے حرف پر زبر (ـــَـــ) لگا کر پڑھیں۔

دوڑ　　خوف　　دور　　قوم　　سودا

چوک　　مولا

## سرگرمی نمبر 3

بغیر اِعراب 'و' کی پڑھائی۔ (واؤ مجہول)

| | | |
|---|---|---|
| مو + ر = | مور |  |
| بو + تل = | بوتل |  |

الفاظ پڑھیں۔

بولو　　تولو　　کھولو　　توڑو　　لوگو

سوچو　　ٹوکو　　روکو

درج ذیل الفاظ کے پہلے حرف پر مناسب اِعراب لگائیں۔

اون　　غور　　لوگو　　خوبانی　　بھول

چوہا　　موج　　جوڑو　　سودا

## سرگرمی نمبر4

’ی‘ کا الفاظ کے درمیان استعمال (بطور معروف آواز)۔

| | | |
|---|---|---|
| بی+ن = | بِین |  |
| کی+ل = | کِیل |  |

درج ذیل الفاظ میں ’ی‘ سے پہلے زیر (ـِـ) لگائیں، الفاظ پڑھیں اور لکھیں۔

| | | | |
|---|---|---|---|
| تین | _____ | تیر | _____ |
| پیر | _____ | میر | _____ |
| چیل | _____ | بھیڑ | _____ |
| کھیر | _____ | جھیل | _____ |
| میل | _____ | دید | _____ |

## سرگرمی نمبر 5

'ے' کا الفاظ کے درمیان استعمال (بطور مجہول آواز)۔

| | | |
|---|---|---|
| کے + لا = | کیلا |  |
| مے + ز = | میز |  |

بغیر اِعراب الفاظ پڑھیں۔

| | | | | | |
|---|---|---|---|---|---|
| کھیل | تیل | ریل | بھیڑ | نیک | میل |
| ریت | کیک | ایک | شیر | زیر | بیل |

بغیر اِعراب درج بالا الفاظ لکھیں۔

| | | | | |
|---|---|---|---|---|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |

## سرگرمی نمبر6

'ے' کا الفاظ کے درمیان استعمال (بطور لین آواز)۔

| | | |
|---|---|---|
| بَے + ل = | بَیل |  |

درج ذیل الفاظ میں 'ے' سے پہلے حرف پر زبر (ـــَـــ) لگائیں، الفاظ کی درست ادائی کریں اور لکھیں۔

| | | | |
|---|---|---|---|
| میل | _____ | قید | _____ |
| دیر | _____ | تیر | _____ |
| پیر | _____ | سیر | _____ |
| پیدا | _____ | بیر | _____ |

**********

| عنوان | الفاظ کی ابتدائی آواز تبدیل کر کے نئے الفاظ بنانا | | |
|---|---|---|---|
| درسی کتاب | جماعت اوّل، صفحہ نمبر:۷۹ | سکیم آف سٹڈی | تیسرا مہینہ |

## حاصلِ تعلم

الفاظ کی ابتدائی آواز سُن کر اُنھیں تبدیل کر کے نئے الفاظ بنا سکیں۔ مثلاً: "رات" سے 'ر' ہٹا کر 'ب' لگا کر "بات"۔

## ہدایات برائے اساتذہ کرام

- سرگرمی نمبر 1 میں طلبہ سے تصاویر پر بات چیت کریں اور تصاویر کے نام اخذ کروانے کے بعد تصویر کا نام مکمل کروائیں۔
- سرگرمی نمبر 2 میں نئے الفاظ بنانے میں طلبہ کی رہ نمائی کریں۔
- سرگرمی نمبر 3 میں طلبہ کو بتائیں کہ دیے گئے الفاظ میں سے ابتدائی رکن تبدیل کریں اور اُن کی جگہ اپنی طرف سے کوئی بھی حرف لگا کر نئے الفاظ لکھیں۔

## سرگرمی نمبر 1

مثال کے مطابق تصویر دیکھ کر خالی جگہ میں رکن لکھیں اور لفظ مکمل کریں۔



جیسے: _____ جھا + _____ ڑو = جھاڑو

| تصویر | رکن | لفظ |
|---|---|---|
|  | _____ + ٹا | _____ |
|  | _____ + بن | _____ |
|  | _____ + ے | _____ |
|  | _____ + لی | _____ |

## سرگرمی نمبر2

مثال کے مطابق لفظ کا پہلا حرف بدل کر نیا لفظ بنائیں اور لکھیں۔

| مثال | مور | ڈور |
|---|---|---|

| | |
|---|---|
| گول | |
| تول | |
| روگ | |
| موٹی | |
| جب | |
| آم | |
| تارے | |
| پھول | |
| بارش | |
| ایک | |

## سرگرمی نمبر 3

مثال کے مطابق ابتدائی رکن تبدیل کر کے نیا لفظ بنا کر لکھیں۔

| | لفظ | رکن کی تبدیلی | نیا لفظ |
|---|---|---|---|
| | باجا | را | راجا |
| ۱) | کھولو | _____ | _____ |
| ۲) | جاگو | _____ | _____ |
| ۳) | ساری | _____ | _____ |
| ۴) | مور | _____ | _____ |
| ۵) | کالی | _____ | _____ |
| ۶) | سوتی | _____ | _____ |
| ۷) | موج | _____ | _____ |
| ۸) | نانی | _____ | _____ |
| ۹) | بیل | _____ | _____ |
| ۱۰) | بونا | _____ | _____ |

**********