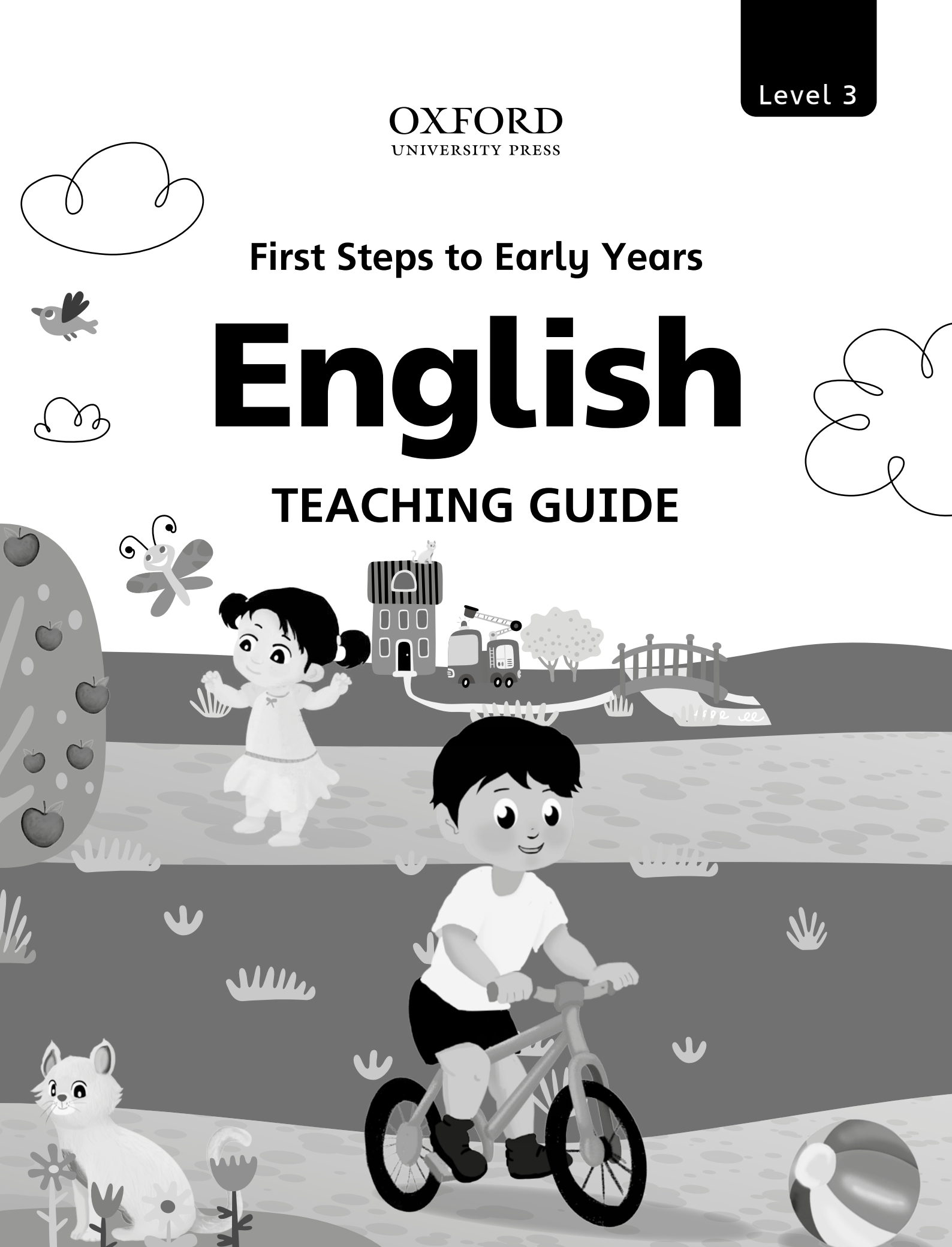


First Steps to Early Years

English

TEACHING GUIDE



Introduction

Introduction to the Series

First Steps to Early Years Series covers the fundamental aspects of early years learning driven progressively by a range of learning outcomes for young children according to their diverse interest and learning styles. The books in this series follow a holistic learning approach focusing on key learning areas such as: language development, key mathematical concepts, personal, social and emotional development, creative arts, physical development, health, hygiene and safety, and the world around us. They emphasise on the development of the children's knowledge and understanding of the environment, along with their imagination, helping them effectively engage and communicate by using language in creative ways. The books aim to help make the transition to the primary level easy young learners.

Introduction to the Book

First Steps to Early Years' English contains a wide variety of activities suitable for Kindergarten children. The engaging activities encompass and work on all four skills: listening, speaking, reading, and writing. The book primarily focuses on introducing the English Language via phonic-based programmes. The book houses several thought-provoking tasks, which are designed keeping in mind the age and cognitive development of the young learners. The skills are focused on hand-eye coordination and comprehension of spoken tasks via several games and activities.

Structure of the Teaching Guide

First Steps to Early Years Teaching Guide serves as a holistic guide by providing wide-ranging planning of each unit. The aim of the teaching guides is to make the job of teachers easier. The Teaching Guide also helps the teachers in setting up their classrooms, maintaining vocabulary walls/soft boards, creating and maintaining resources (such as flash cards). Teaching guides also contain stories for wordless stories, so the teachers will not have to spend time coming up with different story ideas. The Guide contains exercises which can be used for the introduction and reinforcement of concepts.

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Health, Nutrition, and Safety Checklist

This checklist provides a guidance for teachers and school administrators to set up an ideal environment for young learners. Following the checklist at the beginning of the year can make one well prepared for the entire academic session as well as keep the educators well-informed about their children. The checklist can be adapted as per the need and requirements of the school/individual.

Health

- Ask ahead about any specific allergy that any child may have.
- Check child's record files for any medical issues or history mentioned.
- Develop a child's profile for all children to observe their needs and requirements.
- Classroom is well-lit, however, there should be some source of natural light coming in.
- Classroom is properly ventilated or has adequate sources of air.
- Classroom's temperature is suited for toddlers – not too warm or too cold.
- Classroom is cleaned every day; and ensure that it is dust and germ-free.
- Classroom is not located in or around a noisy area.
- Classroom is situated at the ground floor, to avoid any hazards.
- Fixed dispensers of hand sanitizers should be accessible to the children.
- No hot beverages to be allowed in class.
- Waste paper baskets are covered, and garbage bags changed every day.
- Children wash their hands after eating, playing outside, and after using the washroom, etc.
- Teachers and staff who spend time with the children must maintain a healthy and clean attire.
- Ensure toilets and washrooms are always clean and equipped with all cleaning materials, for example, hand wash and disposable wipes.
- Liquid soaps to be used instead of soap bars.
- Paper towels are present in the washrooms at all times.

- Classes are insect-free – ensure that pest control is carried out before the session begins.
- A sick room with a trained nurse and nanny is present on the premises.
- The sick room is clean and equipped with a bed, spare sets of clothes, separate washroom, medical first aid equipment, etc.
- Immunisation records are taken from the parents.
- Sand pits (if present) are regularly cleaned.
- Adequate physical activities are part of the school routine.
- Create awareness of good touch and bad touch regularly.
- Nails are trimmed and clean, hair is free of lice, the clothes and undergarments are clean.
- Children are getting proper amount of sleep.
- Children have healthy relationships with their parents.
- Grab bars in washrooms.

Nutrition

- Weekly meal plan is shared with parents – the food should be easily available.
- Children’s preferences and cultural backgrounds are also included in the meal plans.
- Weekly meal plan has a balanced diet – fruit, vegetable, milk, protein, and carbs are present.
- Junk/fried and processed food are not allowed.
- Portion size of food is according to the child’s needs.
- Food is cut up into pieces to avoid choking.
- Lunch/snack time is scheduled at a suitable time.
- Appropriate snacks and water are available in case any child gets hungry or if they do not prefer the lunch they have.
- Water breaks during class to ensure proper water intake.
- Drinking water is at an adequate temperature, so the children are not drinking cold water.
- Awareness sessions for parents on healthy nutrition for their children.
- Discourage excess sugar/salt intake and sugary drinks.
- Children do not bring betel nuts (*chalia*), etc.

- Emphasise on the importance of having breakfast regularly.
- The food that the children have is in edible condition (not expired).

Safety

- First aid kit is present in class and the smoke/fire alarm is in working condition.
- Low-rise furniture with rounded corners is present in class.
- No nails are protruding out of the furniture.
- Classroom's floor is carpeted.
- Power sockets are out of reach of the children.
- Electricity cables are secured properly and are covered.
- Windows have childproof locks and are out of reach of the children.
- Lunch area is separate from class area and is covered with plastic spread.
- Children have aprons on while eating and during art activities.
- Children use round-tipped safety scissors with adult supervision.
- Adults (support/cleaning staff) are present in the bathrooms for cleaning, assistance, and monitoring the children.
- Parents' contact information is up-to-date in case of emergencies.
- Exit plans are pasted on the classroom door.
- Safe practices are displayed as a poster and discussed in class.
- Dispersal time is well organised and teachers are on duty.
- Fire drills and evacuation drills are carried out on a regular basis.
- Playground is child-friendly, safe, and garbage free.
- The child feels safe to approach you, talk about incidents, and share their feelings.

Setting Up The Classroom

Vocabulary Wall

The vocabulary words should be chosen from within the book. The teacher may write high frequency words for each topic on pieces of construction paper and pin them on a soft board. The teacher is requested to update the vocabulary wall for each unit. The piece of paper should be big enough to contain words in big letters. Teachers are requested to ensure that the height of the vocabulary pasted should be as per the average height of the children in class. The words must be visible and readable to every child.

Note: Teachers may use masking tape/paper tape for pasting purposes.

- **Soft Board**

If teachers do not want to paste vocabulary words on the wall, then they may use a soft board and pin up the words and pictorial references on it. They may update the soft board weekly or as per the current topic.

- **Stories and Rhyming**

The pictorial stories will be added, for topics present on pages 45–46. The choice is up to the teachers, if they want to conduct the lesson as per the suggested story in the Teaching Guide or build a story on their own.

There are quite a few rhymes present in the book. The teacher may sing the rhyme along with the children and encourage them to act as per the rhymes as well. This can be an engaging way for the children to learn new vocabulary words in a fun and easy manner.

- **Seating Plan**

If you have circular tables for children to sit, then make sure that each table has four to five children seated. If you have squared tables, then place four tables together, forming a square. This will encourage the children to bond together and work in groups.

- **Creating Learning Corners (Goshay)**

As per the Single National Curriculum, children need opportunities to explore their surroundings. Designated areas or learning corners can be used for specific

activities and storage of classroom equipment for an effective learning environment. This also inculcates the habit of organisation and establishes discipline in the child from a young age. Learning corners encourage children to work independently and in a natural manner.

Learning corners need to be separated from each other. It is also advised to place low shelves or big cartons (so a toddler may reach its contents). The corners may store: books, toys, flash cards, etc.

- **Language Corner:** This corner should be equipped with materials related to increasing vocabulary and learning reading skills.
- **Library Corner:** This corner should be set up to promote reading habits and to learn how to care for and value books.
- **Art Corner:** This corner provides children with opportunities for creative expression.
- **Math Corner:** Appropriate materials for the Math corner include objects that will help children grasp basic Math concepts of size, shape, width, classification, and number or through direct experimentation.
- **General Knowledge (Science) Corner:** This corner should provide children with opportunities for observation and experimentation to understand the world and environment around them.
- **Home Corner:** The home corner should reflect the cultural background of the children with items such as various kitchen utensils, clothes, small furniture, and dolls. It can also later be transformed from a kitchen into a shop, clinic, or an office. This corner also gives a chance for role-play activities.

The Learning Corners should be organised according to Key Learning Areas and Expected Learning Outcomes of the Single National Curriculum, so that the children can experiment with concepts and skills that have been introduced by the teacher.

Daily Routine

Young children need the comfort and security of a daily routine. A daily routine provides a consistent, predictable sequence of events that gives the children a sense of control over what they will be doing during the day. To make the best use of time, create and maintain a schedule. Daily routine helps the children learn about sequence, discipline, organisation, and time limit.

Lesson Plans

There is no rigidity in terms of time limit for the following instructions. Teachers should observe and work with the flow and speed of the children. Children must be able to work independently with ease and confidence, only then is the teacher advised to move forward with the lesson. The following are for resource material:

Making Teaching Resources

- How to maintain flash cards

Suggestions for teachers as to how they can preserve and save their flash cards (resources) for any future use. For example:

- Hard laminations: Alphabets and their pictures (for example: A a with an apple or an ant) can be laminated at the start of term and may be used throughout the academic year. If kept properly, they can be used in the next academic year as well.
- Soft laminations: Cover seating arrangement charts or vocabulary words with a plain plastic sheet so that they may be used for a longer period of time. You can tape it with paper tape or pin it with a stapler at the back of the classroom.
- How to make a mini-whiteboard (DIY) ? If you do not have mini-whiteboards available, you may cut white card sheets and get them hard laminated at the beginning of the school year. They will serve as mini-whiteboards. One card sheet may result in at least six mini-whiteboards. In this manner, you may have as many mini-whiteboards as the number of children in your class.

Unit 1: Patterns and Colours

Expected Learning Outcomes

By the end of the unit, children should be able to:

- recall and demonstrate the appropriate sitting posture to write with ease
- recall and demonstrate correct hand position of holding a pencil
- follow verbal and printed instructions with ease and accuracy
- trace and create patterns with a degree of accuracy

Lesson 1 (page 1)

Repeat the pattern in the shapes

Materials required

- A4 sheets and a big colour pencil/crayon
- mini white/blackboard
- student's book
- sandbox
- play dough/clay
- pencil
- dry erase marker/chalk
- magazine cut outs of historical and cultural places

Pre-activity preparation

Draw a large horizontal line ----- on the board so it is visible for the entire class to see. The pattern on the board must be visible to the entire class.

How to hold a book?

It is extremely important for the children to know what a book is and how to treat their book.

Teach the children to:

- hold the book by its edges
- recognise the features of the book such as front and back cover, and top and bottom of a book
- recognise the title of the book

- recognise that sentences go from left to right and top to bottom of the page
- As a practice, hold the book open and start reading or pointing out pictures so the children can copy you. Inform the children that there are different kinds of books, some tell stories and others provide information regarding different things. Hand the children their student's books and ask them to turn through the pages and look for any particular topic. For example, The Family or the the Farm, etc.

Introduction

What is a pattern?

Pattern is all around us, in buildings, mosques, books, carpets. Ask the children what patterns can they find in their classroom?

Ask the children if they have ever been to any old historical or cultural places, such as, Minar-e-Pakistan, Quaid-e-Azam's tomb, Mohenjo Daro, etc. and ask them if they have observed and identify beautiful and unique patterns used to decorate the place.

Show the children a few pictures of the unique patterns used to decorate some historical places. Ask the children if they can name all three shapes on the page in front of them. Then ask them if they notice anything different in the shapes. Draw their attention to the different patterns drawn within the shapes. Ask them to identify if there is anything similar or different between them.

Play dough/clay activity (Optional): Provide the children with play dough/clay. They can demonstrate making basic shapes and then ask the children to do the same. Encourage the children to design different shapes with different colours. Ask other children if they can recognise the shape from the play dough mould. Hold the book up so page 1 is facing the children. Point to the lines and tell children that the lines within the circle are straight lines, without any curves or dips (show movement with hand if necessary).

Sandbox activity: Introduce the sandbox to the children. Demonstrate to the children how they can draw the shapes and letters that they write on the page on the sandbox as well. Encourage children to trace letters and patterns on the sand box with their forefinger first. Pay attention that the children are designing the pattern correctly.

The lines within the square are wavy. Ask the children if they have seen anything with this shape, someone's curly hair or waves of the sea perhaps. Whereas the lines within the triangle are wavy with pointed tips. Show examples

to children from the classroom, for example: any pencil box with a sharp end or a pencil pouch with a soft and rounded end.

Student's book activity

Air writing: Demonstrate the actions in front of the children. The children will follow. Ask the children to put some distance between them and their classmate. Ask them to stand and stretch their hands to see that they are not touching anyone by mistake. Next bend your fingers as if you are holding an invisible pencil in your hand and hold out your hand in front of your face in the air. Mimic drawing a horizontal line, starting from your left side and move towards the right, in the air and ask them to follow your actions. Observe if all the children are able to follow instructions and draw the pattern in the air.



Once this exercise has been done a few times, ask the children to take their seats.

As this is a recall lesson, and the children have already covered how to sit while writing in previous lesson before, ask the children to take charge of their lesson and sit in a straight posture with feet placed firmly on the ground so they can write easily. The children must have the proper resources available to them (construction paper/mini-white/blackboard).

Ask the children to be very careful and draw the first line as accurately as they can. If they require more practise, erase the previously drawn line and ask them to repeat the process.

Repeat the steps of this activity for the remaining two patterns as well.

All the while observe if the children can recall and follow instructions properly and accurately.

Recapitulation

Ask the children to trace the patterns on their books with the help of a pencil on their notebooks or sheet of paper.

Materials required

- student's book
- pencil
- children's desks may be used to make hurdles, as in a maze

Precursor questions

- Ask the children if they have ever been to shopping malls with their parents before.
- Discuss the structure of shops and the route that the parents take to and from the shopping malls.
- Ask the children if they can recall the way from their homes to school and then back.
- Discuss with the children if they ever have lost their way and how they were able to find it?

Give the children some time to observe the contents of page 2, before starting the discussion. Talk about the maze present on the page. Build around the story which is present on page 2, tell the children about Saba and her mother, and how they need to get to the shop.

Storyline

Saba and her mother are going to a new shop that has opened in their neighbourhood to get some groceries. They have heard a lot about this place but have never been there. Saba is excited to see all the fresh fruits and vegetables. However, they are lost and cannot seem to find their way back. Help Saba and her mother to get to the shop.

Pre-activity preparation

Arrange the desks in a manner that creates an irregular route from one end of the classroom to the other. There must be more than one possible route, few of which may also have dead ends. You may also use chairs or beanbags, but keep in mind that the hurdles should be designed keeping the age of the children in mind. They should not be so complicated that the children are unable to cross them on their own.

Make sure there are no sharp corners sticking out and all the safety precautions are taken into consideration so that children do not hurt themselves. Keep ample space between the desks for children to move through freely. This is a good activity to help develop a child's gross motor skills.

Navigational activity: Divide the entire class in two equal groups. One group will stand on the left side while the other on the right side of the class.

Place small gifts or some goodies for the student who is able to compete the task and reach their goal (the other end of the classroom) by only following the verbal instructions and no further help.

Select one child from one of the groups and provide verbal instructions to the selected child to find their way from one end of the classroom to the other.

The form of instruction must be verbal. For example: walk straight ahead, take the next right, cross the upcoming hurdle etc.

Continue with the activity and inform the children that every one will get the chance to go through the hurdle. Keep changing the location of the object that is to be retrieved. Instructions can be given by other members of the group.

Student's book activity

Help the children turn to page 2 and facilitate them with finding the correct route for Saba and Mum.

Recapitulation

Ask the children if they will be able to find their way back to the other end of the class without any verbal instructions. One of the group members can also give verbal instructions to their group members to come back to the group.

Lesson 3 (page 3)

Colour the squares, circles, and triangles

Materials required

- student's book
- pencil
- 3D shapes of squares, circles, and triangles/any other objects of similar shapes
- card sheets (red, blue, and green in colour)

- round-tipped safety scissors

*You may use any of the previously made resources (shapes) as well.

Pre-activity preparation

- Cut the sheets with round-tipped safety scissors in the three basic shapes (square, circle, and triangle). Laminate these shapes for future use.
- For Scavenger Hunt activity: Hide the shapes in the classroom in places which are easily accessible to the children.
- For I-Spy activity: Place the objects in clear view and easy access to the children.

Note: The placement of the objects should not be so difficult that the children are unable to find them without an adult's help.

You may encourage the children to keep an open eye and search for similar-shaped objects in their day-to-day life and at home for further discussion.

Introduction

Ask the children if they can identify the shapes and the colours (hold up the triangle, square, and circle respectively). The children may also be asked if they can spot and identify any of the three shapes in the class around them.

Scavenger Hunt activity: Take the 3D shapes/other objects which are of a similar shape. Hide them around the classroom and ask the children to find as many shapes as they can.

I-Spy activity: Ask them, 'I spy with my little eye, something that looks like a square'. Ask the children to look for the object and bring it to you.

*The instructions for playing 'I-Spy activity' are given at the end of this lesson plan.

Sorting activity

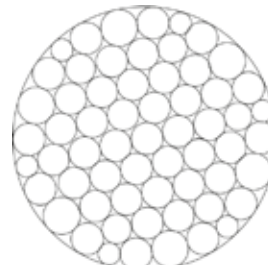
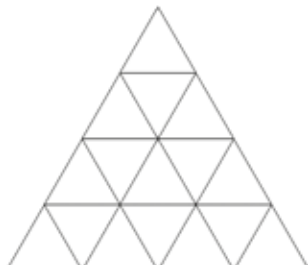
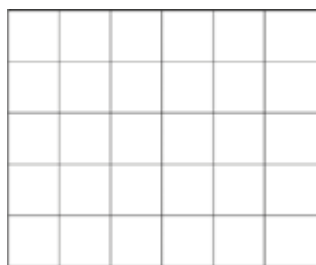
Divide the children into groups of four. Next, put all the shapes on a table in front of the children.

Encourage the children to identify and group the shapes according to the colours below:

- red squares
- blue circles
- green triangles

Add different coloured shapes to check whether the children can differentiate or not.

Once they have differentiated the shapes into groups, divide the children into groups of four or six. Give each group a set of shapes to make different objects. The size of the shapes will be kept small, so the children can take the small shapes and create a bigger shape. For example: smaller-sized squares to create a larger square, and so on (reference images given below).



Student's book activity

Help the children turn to page 3 and colour the respective shapes as directed.

Recapitulation

Place an object with a specific shape (square-shaped box, triangular-shaped object etc.). Instruct the children to get similar shaped objects (which will be placed prior to the class by you).

Lesson 4 (page 4)	Finish the picture
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Materials required

- student's book
- pencil
- A4 size sheets (one per child)
- black bold marker
- red or any coloured marker
- flip chart paper
- pencils/crayons/colour pencils for children
- ruler
- prop toy tiger/picture of tiger.

- paint (red, blue, green, and orange)
- paint brushes
- plates

Class activity

Make half a square with a bold, black marker, so the image can be seen through on the other side of the flip chart. The remaining half is to be completed by a series of dots. Demarcate the centre via a red dotted line to make it prominent. The centre line is necessary for the children to learn about symmetry and how both the sides should look the same. You are requested to design similar worksheets for the basic shapes such as a circle and a triangle. Keep in mind that the shapes should only be the ones which the children have already learned.

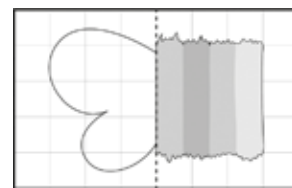
Next, distribute the above-mentioned worksheets among the children. Ask the children to fold the worksheet in half and see the shadow that the bold black marker has created on the back of the page. Ask the children to observe if the black, bold line is aligned with the dotted line perfectly.

After this, ask the children to trace the dotted lines first with their finger. Check and observe if the children can follow instructions accurately and confidently.

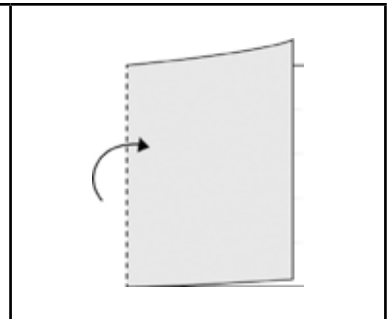
Next, ask the children to draw on the dotted line and complete the shape present in front of them (be it a square, circle, or triangle) with the help of a pencil or a colour pencil/crayon.

Butterfly activity: This is a simple and fun way for children to create a symmetrical butterfly. Divide the children into groups of four and hand each child one plate. Pour a small amount of paint on a plate. Each plate will have 4 small circles of paint i.e. red, blue, green, and orange. Within each group distribute one A4 size page which already has been folded in half, and one plate of paint. Make sure to lightly trace butterfly pattern on the back side of the paper beforehand.

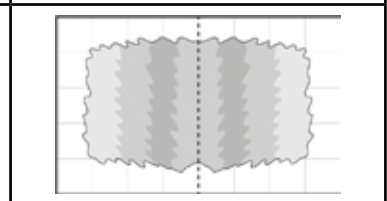
On the open sheet, ask the children to make several circles with paint on one side of the page.



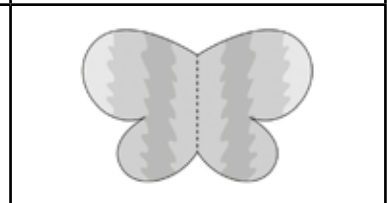
Just when the paint is still wet, fold the paper back on the previous fold line and ask the children to rub over the sheet with pressure. Demonstrate the direction, ask the children to make a fist with their right hand and place it on the side of the sheet. Then gently move their fist away from them towards the opposite direction.



Open the folded sheet and leave it out to dry.



Cut out the initial butterfly pattern line, and your butterfly painting is ready.



Talk to the children about symmetry and how the shapes and patterns are exactly similar to the other side.

When the children are able to complete the worksheets accurately, move towards the activity present in the student's book, page 4.

Ask the children if they can identify whether the picture is an animal or not. Then, ask the children if they can put a name with the animal. Provide the name 'Tiger' if the children are unable to do so.

Circle Time: (Circle Time is a necessary activity to make students comfortable enough so that they can speak in social gatherings without being intimidated. This activity enculcates confidence and helps with the social development. To conduct Circle Time, ask the children to create a big circle while sitting on the floor, you should sit with the children so they can treat you more as a friend rather than an instructor.) Discuss the tiger and its habitat. Show the children the toy and tell them it is a tiger. Write it on the board, you may also have a picture of a tiger present in the class. Create a story for the tiger.

Story: In a jungle far, far away, there lived a Mr Tiger. He had many friends with whom he would play with during the day. He was friends with Mr Squirrel and Miss Monkey. There was a Mr Hippopotamus as well, but he was not too keen on playing, although he was friends with a bunch more of friendly animals.

One day Mr Tiger's friends realised that his birthday was coming up. They wanted to do something special for him, so they decided to have a role-play about Mr Tiger and celebrate his friendly behaviour. But before that, came the question, 'Who will play Mr Tiger? Who can imitate Mr Tiger the best?' After much deliberation and auditions, Mr Fox was selected to play the mighty Tiger. Mr Fox showed his artistic side and created a very lifelike face mask of Mr Tiger's face. His orange fur helped him give the impression of being a real tiger.

On the day of the event, Mr Tiger was the honoured guest; he sat in the middle, all tall and proud and watched the show with excitement and interest. With the creative mask, it was almost impossible to differentiate between Mr Fox and Mr Tiger. Mr Tiger was extremely pleased.

After the role-play, everyone enjoyed a huge feast and everyone sang birthday songs till late at night. Soon, everyone was tired and they all went to their homes after wishing Mr Tiger a very happy birthday.

Next, ask if the children have ever been to a zoo and have seen a tiger on TV. Ask the children about their favourite animal and conduct a small class discussion on it. Ask the children if they can make the sound of their favourite animal and then ask if they know the sound that a tiger makes.

Ask the children if they know what the colour of a tiger's fur is and give them a few options. For example: Does the tiger have red fur? Does the tiger have green fur? Does the tiger have orange fur? Wait for the children to respond after each question. Facilitate where required.

Student's book activity

After the children have guessed correctly, ask them to complete the remaining half of the tiger's face on page 4 using a pencil or an orange colour pencil/ crayon.

Recapitulation

Ask the children to identify repeated patterns from classroom decorations or furniture. Sing the Pattern song with them and find different patterns together.

Patterns, patterns everywhere,
This is a circle and that's a square.
I can see them all around,
Look closely!
They are everywhere to be found.

How to play 'I spy with my little eye...'

Step 1: Nominate yourself as the spy. Divide your class equally in half, making two teams.

Step 2: Pick out an object. Select an object that everyone can see, but do not reveal the object yet.

Step 3: Announce your hint. Announce the shape of your object. For example, if you picked something that is circular, say 'I spy with my little eye something that is circular'. You may also add the colour of the shape to make it easier for the children. For example: 'I spy with my little eye something that is circular and red'.

Tip: Do not look at the object when you are announcing the hint. That would be a giveaway.

Step 4: Take turns guessing. Have the other players take turns guessing the object.

Step 5: Encourage children to guess at a much faster pace. Declare the team which correctly guesses the answer first as the winner.

Unit 2: Letters and Rhymes

Expected Learning Outcomes

By the end of the unit, children should be able to:

- identify all 26 alphabetical letters correctly, their phonic sounds, and put the letters in the correct sequence
- write the missing letters with reasonable amount of accuracy and confidence
- sit in the correct writing posture and demonstrate right grip on the pencil without assistance from the teacher or their peers
- match the picture to the word's first letter

Lesson 1 (pages 5–6)	Rhyme Time
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Materials required

- student's book
- pencil
- song lyrics for 'ABC song' (from student's book page 5) written on a large chart paper (if chart paper is unavailable, the song may be written on the white/blackboard as well)
- flash cards or placards containing letters from **a** to **z** with corresponding pictures
- sound-word-picture cards (example 'a is for apple', so a picture of an apple should be present on a flash card)
- multi-coloured crayons/colour pencils

Introduction

Begin by using flash cards to revise the alphabets with the children. You may ask children randomly to say the alphabets. For example: you may start with what comes after the letter 'a'? If a child from one end of the class is answering, then ask any other child from the other end to answer the next letter.

Class activity

Display the song on any one of the classroom walls which is visible to everyone. Recite the poem on page 5 in a loud voice and ask the children to recite with

you twice (the revision time depends on the child's level of comprehension of the song).

Circle Time: Next, make a giant circle with all the children in the centre of the class. Distribute the flash cards containing the letters along with their respective sound-word-picture, inform the children that as they sing the song the child holding the respective sound card will have to put it above their head for the rest of the circle to see. For example: when they say 'b is for bed' the child holding the letter 'b is for bed' flash card will put that particular flash card above their head, and so on.

You are advised to repeat the song as many times as necessary.

Recapitulation

Divide the children into groups of four (depending on the strength of your class) and provide each group with two sets of flash cards. Distribute the letter flash cards and sound-word-picture card evenly. For example: If you have a class strength of 25 children, divide them equally into groups of four, and you will get 6 groups. You may adjust one student with any of the 6 existing groups.

Each group will get 4 flash cards of single alphabet letters and 4 sound-word-picture cards. The children will be asked to match the letter to its respective sound-word-picture card. In the end, each group will have 4 pairs of flash cards.

Lesson 2 (pages 7–9)

Rhyming Words

Materials required

- student's book
- pencil
- flash cards of all 26 alphabets (any previous activity flash cards may be recycled)
- green, blue, and red coloured crayon/colour pencil.

Pre-activity preparation

Take 2 or 3 sheets of paper and cut them into 12 pieces. The pieces should be big enough so the children can see three letter words clearly on them. Next, write the 12 words found on page 8 on each piece of paper respectively.

Introduction

Introduce the concept of rhyming words to the children. Explain that rhyming words are those special words which create the same or similar sounds at the end. For example: cat and hat.

Have flash cards of alphabets ready and divide the children into groups of three. Provide them with three-sound word flash cards. For example: provide one group with one three-letter word.

- first child has letter c
- second child has letter a
- third child has letter t

Together they form the word 'cat'. Show the children how these individual letters come together to make short words which carry different meanings. Similarly, h-a-t = hat.

Read aloud a few nursery rhymes and emphasise on the rhyming words as you go along. After each rhyme, ask the children if they have noticed any which rhyme. Continue in this manner to introduce the remaining words in the vocabulary.

On the white/blackboard, make three columns, with 'dot', 'ten', and 'sun' as headings in each column, respectively. Read aloud the 12 words on page 7 once again with the children. Decide which words rhyme with which heading. Take as much time as required but make sure that the children understand the concept of rhyme.

When the lists on the white/blackboard have been completed, ask the class to go through each word and decide whether to colour it green, blue, or red. Ask the children to first put a small but visible dot with the assigned colour on each word. For example, should the first word 'cot' be coloured green, blue, or red? The answer is green. Therefore, ask the children to place a small, but visible, green dot in the circle before moving forward.

Once all 12 words are done, take a look around the room and check if everyone has placed the dot with the correct colour. Then ask the children to colour each circle as per the dots they have placed.

Match the rhyming words: Now that the children are familiar with the rhyming words on page 7, mix the twelve rhyming words, which you have already prepared before the start of the lesson.

Next, place 2 -ot words and 2 -en words together and ask the children to separate them as per their rhyming words. Repeat this exercise until each child's concept is clear. For the more adept children you may increase the level of difficulty, if required. Instead of 2 words, you may place 3 or 4 words together. When the concepts are clear, ask the children to turn to page 8 and trace the words in air (as suggested and first done in Lesson 1, Unit 1) or on their arms until they are confident. Then move on to the final writing in the book.

Student's book activity

Circle Time: Recite a familiar nursery rhyme (referred to page 24 of the Teaching Guide for suggested nursery rhymes) to ensure that the children know the rhyme and its rhyming words. The rhyme can be any of the ones covered previously, or you may use the rhyme, 'Twinkle twinkle, little star'.

Next, recite the nursery rhyme again. This time, however, omit the rhyming word at the end of each line, and ask the children to complete the rhyme. For example:

Twinkle, twinkle, little star,
How I wonder what you _____!
Up above the world so high,
Like a diamond in the _____.

Repeat this activity as required for the children to grasp the concept of how to complete a rhyme. Then ask the children to move on to page 9. Inform them that this rhyme will be done in a similar manner.

Write the words, ball, fun, and rat in large letters on the white/blackboard, so that it is easily visible to everyone. Then start reciting the poem together as a class in a loud voice. Be sure to recite the rhyme in a sing-song voice. Take help from pictures and encourage children to find the rhyming words from the given options.

In case any of the children are having problems identifying the rhyming words, either encourage other children to help out or you may recite the words together to provide assistance. For example, you may ask: the given word is 'cat', now what rhymes with cat? Is it ball? or fun? or rat?

Ask the children to copy down the correct rhyming words in the given blanks.

Recapitulation

Revise all the rhyming words covered up to this point by writing them on the board in columns and reciting them with the children.

Lesson 3 (pages 10–11)

The Greedy Boy

Materials required

- student's book
- pencil
- 15 to 20 small rectangular pieces of paper (depending upon the class strength)
- word cards (containing the names of a few other objects, their names should end with similar-sounding words)

*If multiple number of objects are not available, you are suggested to write rhyming words on small pieces of paper, respectively; they may serve as the objects.

Pre-activity preparation

Hide the word cards before the children arrive so you may have a smooth session. Be sure to hide the objects/word cards in places that are easily accessible by the children.

Introduction–Scavenger hunt

Divide the children into groups of four or five (depending upon the strength of the class).

Select and write words such as cat, bun, bread, dad, etc. on pieces of paper and distribute them among children.

Discuss the words that the children have received and ask if they are familiar with their meanings and pronunciation. After you have made sure that the children are well-versed with the words and their meanings, they may commence with the game.

One group will play at a time, to avoid any chaos in the class. Ask the children playing at that moment to read aloud their words individually, and then ask them to move around the classroom quickly and find the rhyming words of the word that they have received. For example: the student with the word **cat** may

look for objects or another rhyming word (hidden prior to the class by the teacher).

Provide children as much time as they may require. And help and correct them if and when required.

Student's book activity

Ask the children to turn to page 10 and conduct a story session (as present in the student's book) by taking help from the pictorial images present on pages 10 and 11 (for better understanding of the children).

Next, ask the children to read the verses together in a sing-song manner.

You are advised to focus on the rhyming words present in the poem. Conduct a small discussion asking the children to identify the rhyming words in each couplet.

After reading the poem twice (as many times as required for complete comprehension by the children), ask the children to circle the discussed rhyming words with the help of a pencil, after giving a quick recap to the children about what rhyming words are.

Recapitulation

Ensure that the given rhyming word has already been covered. Ask them to find new rhyming words from their surroundings.

Suggested nursery rhymes

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Hickory dickory dock

Hickory dickory dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory dickory dock.

Baa baa black sheep

Baa baa black sheep, have you any
wool?
Yes sir, yes sir, three bags full!
One for the master, one for the dame,
And one for the little boy who lives
down the lane.

Humpty Dumpty

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.

I'm a Little Tea Pot

I'm a little teapot, short and stout,
Here's my handle,
Here's my spout.
When I get all steamed up, hear me shout
Tip me over, and pour me out!

Twinkle, twinkle little star

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.

Brother John

Are you sleeping,
Are you sleeping?
Brother John?
Brother John?
Morning bells are ringing,
Morning bells are ringing,
Ding ding dong,
Ding ding dong.

Unit 3 Reading New Words

Expected Learning Outcomes

At the end of the unit, children will be able to:

- say /ck/, /sh/, /ch/, /th/, /ng/ correctly
- identify words beginning or ending with /ck/, /sh/, /ch/, /th/, /ng/
- blend small words with the above-mentioned sounds
- write full words with more ease and confidence

Lesson 1 (pages 12–13)

ck, sh, ch, th

Materials required

- student's book
- flash cards
- pencil
- small square pieces of paper just big enough to write one or two letters in a clear manner

Introduction

Guess the word: Ask the children to recall any vocabulary words that they have previously learned regarding their school. Help the children out by being more specific and by naming a room such as: your classroom, the cafeteria/lunch area, or any other place. For example: shirt, sock, bell, bench, rug, etc.

Help the children pronounce words, break them up, and then blend the sounds together to create a single word.

Student's book activity

Tell the children similar rhyming words, for example:

- 'mop' may go with 'hop'
- 'rug' may go with 'bug'

Enact the rhyming words or have a picture present of a ship, so the children are able to grasp the meaning of the new vocabulary word in a better manner. Help the children to sound out and blend the words present on the pages 12 and 13. They may take turns and say the words out to a friend. Encourage the listeners

to check the correct pronunciation. Look out for the children who may need additional support and practise.

Recapitulation

List down all the words and put them on the vocabulary wall or softboard, where it may stay long term. You are suggested to start every lesson revising the words on the vocabulary wall or softboard, so the children may remember it through repetition.

Lesson 2 (pages 14)	Graphemes
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Materials required

- student's book
- pencil
- children's favourite toy

Pre-activity preparation

Ask children to bring their favourite toy from home for an in-class activity. It is to be noted that the toy should be small and easy to carry. The toy may be anything, from a doll to building blocks to a miniature car/truck.

Introduction

Show and Tell–Circle Time: This will be an individual activity. The children will be seated in a circle with their toys and will be asked to display their toy in show and tell, one by one. Encourage them to tell a little bit about their toy, why do they like it, how do they play with it. Ask them to describe the toy and share its name as well.

With each toy, focus more on the pronunciation of the words (names) of the toys. Focusing on long and short vowels. Ask the children to repeat the words with proper and clear pronunciation before moving onto the next child.

Student's book activity

Ask the children to turn to page 14 and identify the toys present on the page. You are requested to observe if the children are able to identify and name the toys on their own, especially after the introduction activity.

Encourage the children to trace the words in air (as suggested and first done in Lesson 1, Unit 1) or on their arms until they are confident. Then move on to the final writing in the book.

Recapitulation

Place a couple of baskets/boxes or assign a few specific desks for toys which start from similar sounds. For example: a box for all the toys starting with /c/ sounds, which may have cars in it. Encourage the children to divide the toys on their own, however, do provide guidance when required.

Lesson 3 (pages 15–21)	Graphemes 'sh', 'ch', and 'th'
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Materials required

- student's book
- pencil
- flash cards with pictures of the words present on page 15.
- Blue, green, and red colour pencils/crayons.

Suggested vocabulary bank: she, shoe, shield, shovel, shop, show, shut, shake, shape, shark, sheep, shelf, shine, shirt, shock, shoot, shore, short, shadow.

Pre-activity preparation

Cut small squared pieces of paper just big enough to write two letters on each. Separate three squared pieces of paper and write sh, ch, and th in each, respectively. Then on the remaining pieces of paper, write letters such as -ip, -op, -in, -est, -at, -op, -ink, -ank, etc.

Introduction

Introduce /sh/ sound. You may also try and shush the class and let the children know of the sounds' different usage as well. Show the children flash cards containing different pictures of objects or places starting from /sh/ sound.

Read the words out loud, focusing on the /sh/ sound. Ask the children to repeat the words over and over again until proper comprehension of the concept can be ensured.

Encourage the children to identify and name the objects with your help.

Student's book activity

Ask the children if they are able to identify and name the pictures drawn on page 15; provide helpful hints. Then ask them to connect the words with their respective pictures with the help of a pencil/crayon/colour pencil.

Puzzle time: For this page, take the 'sh' word card and place it on the table. Place -ip, -op, -in, -ock, -ut, -ell cards in a circle around the 'sh' card.

One by one, place the 'sh' slip with other letters to create a new word. Read the word aloud with the children. Help them understand how by adding 'sh' to the end or the start of 'th' word can create a completely different word.

For page 16, read aloud the words for the children's ease. Ask them to repeat the words with proper pronunciation and focus on the correct syllable, in this case /sh/.

Ask the children to trace the words in the air (as suggested in the previous lesson), and on their arm multiple times, until they can do so with some amount of accuracy.

Next, ask the children to write the words in the four lines with the help of a pencil. (The same instructions can be followed for /ch/ and /th/ words on pages 17 and 19, respectively.)

Read the words on page 21. Pronounce each word by focusing on the graphemes. Ask the children to pay attention where they can find graphemes, at the start or end of the sound. Help the children, if they find it difficult to do so; however, after a few words, they should get the hang of it.

Repeat the exercise until the children can identify the graphemes in each word.

Ask the children to trace the words in the air (as suggested in the previous lesson), and on their arm multiple times, until they can do so with some amount of accuracy.

Next, ask the children to write the words in the four lines with the help of a pencil.

Recapitulation

Divide the class into three groups. One group for /sh/, one for /ch/, and the last one for /th/ sounds, respectively, and assign one colour to each group, for example: blue for /sh/, green for /ch/, and red for /th/.

Say words from page 21 and the respective group will raise their hands. For example: If you say ship, the blue group will raise their hand.

Similar instructions will be followed for /ch/ and /th/ groups. Next, ask the children to colour the boxes with the proper colour.

Lesson 4 (pages 22–24)

Fun With Sounds

Materials required for page 22

- student's book
- pencil
- pictures/flash cards of beaches and/or sea shells. You may take a picture of a beach from any magazine/newspaper or from any other student's book.

Introduction

Initiate a discussion about beaches. Show the pictures/flash cards of beaches to the children. Ask the children if they have ever been to a beach. Describe the scene of a beach for those children who have never been to one. You can use the following questions:

- How was the scene?
- Encourage them to describe the scene
- What do they remember from their visit?
- Did they happen to find anything unique to the beach only? For example, a sea shell.

Introduce new vocabulary (any new words) to the children.

Ask the children to observe the picture on page 22 and try to make up a story.

Suggested story: A girl has a small table on which she sells sea shells, which she collects from the sea shore. The sea shore is very serene and calm. The girl likes to sit and just see the people pass by.

Read the tricky words aloud for the children to repeat (words such as sea shells, sea shore, sells, etc). Keep on repeating the vocabulary words along with the children until they can pronounce the words with ease, fluency, and confidence.

Student's book activity

Read the tongue twister which contains sh-grapheme – she sells sea shells on the sea shore by focusing on sh sounds. Then, ask the children to turn to page 22 and connect the tongue twister with the picture and your previously told story.

Tongue twister activity: You are suggested to write the tongue twister on the white/blackboard by breaking it up into groups, so the children may recite the tongue twister with ease. The break up may be done in the following manner. The words must be big and visible to the entire class. For example:

- She | sells | sea | shells | on the | sea | shore
- She sells | sea | shells | on the | sea | shore
- She sells | sea shells | on the | sea shore

Ask the children to keep page 22 open in front of them while reading the tongue twister.

After the fluency and correct pronunciation is done, encourage the children to recite the tongue twister at a faster pace than before.

Materials required for page 23

- student's book
- pencil
- pictures/flash cards of animals with their food or just animals, especially a chimp, a chicken, and a chick
- pictures of animal feed can be taken from a Science student's book/magazine/internet
- plastic or soft toys

Introduction

Circle Time: Initiate the discussion about a zoo and the local animals living there. Ask the children if they have ever been to the local zoo. If anyone has, ask them to share their experience and tell others about the animals they saw there. If no one has been to any kind of zoo, initiate conversation about what a zoo is like and how and what kind of animals live there.

You may have cheap plastic or soft toys ready. This will help provide a 3D example to the children.

Ask questions about what they think a zoo must be like, how many animals have they seen in real life, how many wild animals can be seen around the city in their day-to-day routine, etc. For example: chicken, goats, cows, cats, dogs, etc. Do they know what these animals eat? Use pictures of animal feed to make it easier for the children. You may find the required pictures from Science student's books.

Ask the children if they know the difference between pet animals and the animals that are found in the zoo? Make sure to note that zoo animals cannot be kept at home. Does anyone have any pets at home? What do they feed their pets? Introduce the new vocabulary: munch, chimp, bench, etc. by writing on the board.

Story time: Conduct a story session and describe the scene on page 23 to the children. The story may be as follows: It was a hot summer's day in the local zoo. They animals have been really busy since sunrise. They woke up and rushed to school right after breakfast, as Mr. Gorilla was extremely strict about being on time. After learning they went directly to their respective displays where lots and lots of children would come and see them. After being in the display and playing and doing tricks, finally it was lunch followed by nap time. The chimp, the chicken, and the chick were three very close friends. Though they lived in different exhibits, they would always sit together on the park bench and enjoy their lunch. It was very soothing to just sit with friends and relax while enjoying a delicious meal. The three friends would talk about the activities of their day, make a few jokes, and laugh. Soon they would shake hands and bid goodbye to each other before going to their respective enclosures and taking a nap. Read the tricky words aloud for the children to repeat. Words such as chimp, munch, etc. Keep on repeating the vocabulary words along with the children until they can pronounce the words with ease, fluency, and confidence.

Student's book activity

Read the tongue twister which contains 'ch' grapheme – a chicken, a chick, and a chimp munch their lunch on a bench (without letting them see the picture or telling them anything about the grapheme).

Next, read the tongue twister again; this time ask them to pay attention to which sound is being repeated the most. Focus on /ch/ sounds while reading the tongue twister and provide hints to the children.

If they are still unable to guess correctly, inform them and then ask to repeat after you. Then ask the children to turn to page 23 and connect the tongue twister with the picture and your previously told story.

Twister activity: You are suggested to write the tongue twister on the white/blackboard by breaking it up into groups, so the children may recite the tongue twister with ease. The break up may be done in the following manner. The words must be big and visible to the entire class. For example,

- A | chicken | a | chick | and | a | chimp—munch | their | lunch | on | a | bench
- A chicken | a chick | and a | chimp—munch | their lunch | on a | bench
- A chicken | a chick | and a chimp—munch | their lunch | on a bench

Ask the children to keep page 23 open in front of them while reading the tongue twister. After the fluency and correct pronunciation is ensured, encourage the children to recite the tongue twister on a faster pace than before.

Materials required for page 24

- student's book
- pencil
- pictures/flash cards of a bandaged thumb or hand

Introduction

Circle Time: Ask the children about their play area. If they go out of their homes or play inside? Have they ever gotten hurt while playing? Can they recall getting any bumps or bruises? Conduct a class discussion about the various places where the children go to play. Ask how the bruise felt like at the moment. Introduce the word prick and throb. Describe what a prick and a throb.

Story: You may conduct a story session and describe the scene on page 24. The story may be as follows: A little boy went to the local park to play. It had been a long and tiring day at school. He had taken three tests and one quiz. He had been preparing for those tests for a long time. Now, finally, it was time to relax and play a little. He went to the park and played and played and played. While playing, it got dark and all of his friends went to their homes. But the boy stayed as he wanted to play more. As he was busy playing, he did not notice when something with a thick tail hit him on his previously bruised thumb. His thumb then started to hurt even more. The boy got very scared and he was hurt. He had no one to help him. So, the boy ran towards his house and banged on his front door. His mother opened the door to a crying little boy. She bandaged his thumb again and he promised that he will not stay out alone after dark again. Read the tricky words aloud for the children to repeat. Words such as thumped, throb, etc. Keep on repeating the vocabulary words along with the children until they can pronounce the words with ease, fluency, and confidence.

Student's book activity

Read to the children the tongue twister which contains 'th' grapheme – I think a thing with a thick tail thumped my throbbing thumb (without letting them see the picture or telling them anything about the grapheme).

Next, read the tongue twister again. This time ask them to pay attention to which sound is being repeated the most. Focus on /th/ sound while reading the tongue twister and provide hints to the children.

If they are still unable to guess correctly, inform them and then ask them to repeat after you. Then ask the children to turn to page 24 and connect the tongue twister with the picture and your previously told story.

Twister activity: You are suggested to write the tongue twister on the black/whiteboard by breaking it up into groups, so the children may recite the tongue twister with ease. The break up may be done in the following manner. The words must be big and visible to the entire class. For example:

- I | think | a | thing | with | a—thick | tail | thumped | my—throbbing | thumb
- I think | a thing | with a—thick tail | thumped | my—throbbing | thumb
- I think a thing | with a—thick tail | thumped my—throbbing thumb

Ask the children to keep page 24 open in front of them while reading the tongue twister.

After the fluency and correct pronunciation is done, encourage the children to recite the tongue twister on a faster pace than before.

The faster, the better: Divide the class into groups of four (depending upon the strength of your class). Write a couple of tongue twisters (use previous ones also and a few new ones) on pieces of paper.

Each team will come up to the front of the class and pick up a piece of paper. Each member will get a chance to recite the tongue twister till all of them get a chance.

Optional tongue twisters:

- A proper copper coffee pot.
- Red lorry, yellow lorry, red lorry.

Ask the children to read the tongue twisters (or as much as is required) three times but every time they have to try and say it faster than before.

Recapitulation

Read all three poems with the class loudly and in a sing-song manner to ensure maximum comprehension, focusing on the /sh/, /ch/, and /th/ sounds.

Lesson 5 (pages 25–26)

Graphemes-ng and Rhyme Time

Materials required

- student's book
- pencil
- white/blackboard
- chalk/dry erase marker
- bells/flash cards of different kinds of bells
- baskets labelled /th/ words and /ng/ words, respectively (two baskets per group)
- few pages to make chits of /th/ and /ng/ words

Pre-activity preparation

Write all the /th/ and /ng/ sound words present in the chapter on separate pieces of paper. Repeat or reuse words depending upon the strength of your class.

Have baskets labelled and ready, two per group (depending upon the strength of the class). The labels are: /th/ and /ng/ words, respectively.

Introduction

Make a list of all the words present on page 25 on the board. The words must be big and visible to the entire class.

Ask the children if they can identify any similarity among the words. Motivate the children to look for similar sounds. If some children are not able to grasp the concept, underline the /ng/ and then ask them to focus again.

Next, ask them to trace the words on page 25 to their designated picture using their fingers. After all of them are able to match all six words to their pictures, move onto the next exercise.

For page 26, either arrange for a bell beforehand or pictures of different kinds of bells.

Either ring the bell, if it is present or you may make bell-like sound to familiarise the children with the sound. You can also use the bell tone in a mobile phone. Ask the children if they have heard similar sounds before. Probably the sound of the bell which indicates the start or end of their lesson, or of they have door bells at home, or have heard it on TV, etc. Introduce vocabulary words: bang, dong (show the picture in the book), ding, and bing. Inform them how the bell or its music may be expressed by making similar silly noises. Read the poem out loud in a sing-song manner and ask the children to repeat after you. Keep on repeating until the children can read with clarity and fluency.

Basket activity: Divide your class into groups of four (depending upon the strength of your class). Write all the /th/ and /ng/ words on pieces of paper. Provide each group with all of the /th/ and /ng/ words. Be sure to make enough chits of paper for all the children and that the words are legible to the children. Place two baskets/containers with each group. The baskets must be labelled th words and 'ng' words, respectively. Ask each group to sort out the words and put the words in the correct box.

Recapitulation

Ask the children if they can name at least one or more words starting or ending with 'ck', 'sh', 'ch', 'th', 'ng', and 'th' sounds. Provide help if needed.

Unit 4 Two- and Three-letter Sounds

Expected Learning Outcomes

At the end of the unit, children will be able to

- recognise and remember the sounds of both short and long vowels
- pronounce short and long vowels in isolation

Lesson 1 (pages 27–31)

Read the sounds and words

Materials required

- student's book
- pencil

Introduction

You may start the lesson by listing down the words on page 27 on the white/blackboard.

The will read the sounds out loud with clear pronunciation. Ask the children to repeat in chorus. After the sounds are done, provide them with related words. For example:

- bee for /ee/
- rain for /ai/

Take examples from the class. For example: if a student is named Zain/Shahvaiz/ Zohaib, they can rhyme with /ai/, similarly Shahmeer/Sameer/Beenish, they can rhyme with /ee/. Focus on the sounds /ai/ and /ee/ in the names.

Long vowel and short vowel sounds (page 28): Ask children to keep their books open to page 28 and read the words aloud while stressing on the vowels by showing the stress via their hand. For example: while reading the word zoo, start tracing a straight horizontal line in the air from left to right to show the stress on the 'oo' (long vowel) and to show how long the 'oo' has to be stretched.



While reading the short vowels, instead of going for a long line, show a sharp stop with your hand to indicate the short use of the vowel.

Then ask the children to imitate their hand movements while repeating the words after them.

Give each word enough time to ensure proper fluency and pronunciation. Go through the list on page 28 for long vowel and short vowel sounds in the same manner.

Student's book activity

For 'Can you find the short 'oo' sounds?' on page 29, this can be a revision exercise for the long and short vowels done on page 28 in the same chapter. In case of any new vocabulary, try and associate the words with their surroundings and encourage the children to connect the words with their respective pictures on their own (providing help when required). Also, ask the children if they are able to differentiate the short vowels from the long ones. After the verbal exercise, ask the children to join the word to the correct picture using a pencil.

For writing practice on page 30, ask the children to trace the words in the air with their writing hand, imitating the hold of a pencil. Once the children are able to write with confidence and ease, move on to the exercise in the book. Encourage the children to write within the four lines, however, it is possible that some children may face difficulty in limiting themselves to the lines, which is completely fine. However, keep on encouraging the children to stay within the four lines.

For the read and match the words exercise on page 31, first read aloud the words in a clear and proper manner. Make sure you are audible to every child. Try and connect the words with your surroundings or to an event/celebration. For example:

- Switch the lights in the classroom on and off to associate the word with an object.
- Ask the children if they remember their last Eid-ul-Adha and any sacrificial animal that they might have seen, or if they know about the different kinds of sacrificial animals and associate those to the words on the list.

After the children are able to understand and comprehend the words on the page and connect them to their respective pictures, then ask them to use a pencil and complete the task.

Recapitulation

List down all of the words and put them in the previously made vocabulary wall or softboard, so that it may stay long term. The children may keep on going back to it for revision or start the new class next day with revising the previous day's vocabulary words.

Lesson 2 (pages 32–35)

Read the sounds and words—ar, or, ur, ow, oi

Materials required

- student's book
- pencil
- flash cards/strips of paper containing all the vocabulary of 'ar', 'or', 'ur', 'ow', 'oi' sound words

Introduction

Start the lesson by talking about farm life and farmers. Ask the children if they know where does the vegetables that they eat come from? Who takes care of the animals which later provide meat and milk to us? Next, list down the letters on page 32 on the white/blackboard. After which the children will read the sounds out loud in a clear manner and ask them to repeat in chorus. After the sounds are done, provide children with related words. For example:

- start for 'ar'
- born for 'or'
- blur for 'ur'

Encourage the children to repeat after you and associate the words with pictures/memory to ensure proper comprehension of the meanings. Ask the children if they have seen a cart before—perhaps on the road, selling vegetables or if they have ever enjoyed hot and delicious corns. Try this exercise so that the children feel confident that they know more than they realise.

You may also take examples from the class. For example: if there is 'a' child whose name is Sahar/Ammar use these means as an example for 'ar'.

For 'Read the sounds and words' ('ar', 'ur', 'or') on page 34, make two columns on the white/blackboard with 'ar', 'ur', 'or' headings. List down related words under the specific title. For example: 'ar' words in one column and 'ur' words in another.

Read the words below each picture out loud focusing on the 'ar' and 'ur' sounds in the words. Encourage the children to repeat after you in chorus. Also, try and either provide visual representation (picture) of new words or associate them with the children's real-life memory to ensure proper and complete comprehension of the words and their meaning.

For 'Read the sounds and words' ('ow' and 'oi') on page 35, make two columns on the white/blackboard with 'ow' and 'oi' headings. List down related words under the specific title. For example: 'ow' words in one column and 'oi' words in another.

Read the sentences in the speech bubble out loud focusing on the 'ow' and 'oi' sounds in the words. Encourage the children to repeat after you in chorus. Also, try and either provide visual representation (picture) of new words or associate them with the children's real-life memory to ensure proper and complete comprehension of the words and their meaning.

Talk about what the characters are doing in the picture. Encourage the children to make up stories; If some find it difficult, provide a starting point and encourage them to continue.

Student's book activity

Ask the children to turn to page 35 ('ow' and 'oi') and identify the objects present on the page, as most of the words have been discussed prior in the chapter. You may introduce new words while associating them to the objects the children may have seen in their day-to-day life.

You are requested to observe if the children are able to identify and provide help when they require it.

Encourage the children to trace the missing sounds on their arms until they are confident that they are able to write with confidence and ease. Then move on to the final writing in the book.

Recapitulation

Mix the flash cards/strips of paper of 'ar', 'or', 'ur', 'ow', 'oi' sound words and ask the children to stack them into their specific groups. For example, all 'ar' sound words will be stacked in 'ar' pile, 'or' in 'or' pile, and so on.

Materials required

- student's book
- pencil

Introduction

Introduce 'qu', 'ou', 'ue', 'er' sounds via using the vocabulary words present on page 36. Try and associate the words with objects that the children may have come across in their daily life or something they might have seen on TV.

Read the words out loud, focusing on the 'qu', 'ou', 'ue', 'er' sounds. Ask children to repeat the words over and over again until proper comprehension can be ensured. You are requested to make sure that the children have successfully connected the words with their meanings.

Encourage the children to identify and name the objects on their own. Provide help if required.

Student's book activity

Ask the children if they are able to identify and name the pictures drawn on page 37, as most of the words have already been discussed in the same unit before. Provide help and assistance if required.

Read all the options and will fill the first blank them self, then associate the rest of the pictures with things that children see around them in their day-to-day life. Children would be encouraged to guess the answers belonging to the correct blank. At this point, they may answer incorrectly; when that happens ask them to think properly and provide hints for the answer.

Air writing: Ask the children to trace the sounds in the air as discussed before in the previous units. Then, ask them to stand at a distance with each other so as not to accidentally hit the person next to them. Raise their arm mimicking the pencil holding gesture and trace the words multiple times until they can do so with perfection.

Next, ask the children to write the words on the respective lines with the help of a pencil.

Recapitulation

Revise the vocabulary words present on page 38 by saying them out loud and ask the children to repeat after you.

Write the spellings of the words in large letters on the white/blackboard and ask the children to trace the words in the air using their fingers, while imitating holding a pencil. Ensure that all the children can write the words with ease, accuracy, and confidence, then ask the children to turn to page 38 and start tracing and writing with the help of a pencil.

Lesson 4 (page 39)

Rhyming words

Materials required

- student's book
- previous resource of bell activity from Unit 3, page 26 (Rhyme time)
- pencil

Introduction

Introduce the vocabulary: Pussy is another name for a cat, Stout is another word for chubby.

Ask the children to look at pages 39 and 40 carefully and try to predict how the story will go, then read out the poem and try to correlate to the pictures.

Enunciate in the children they should be kind towards animals and any sort of cruelty or injustice is not a nice thing to do.

After the children can read the rhyme with ease and confidence, move on to the next task.

Student's book activity

Revise the rhyming words for the student as done in Unit 2 of the book.

Provide a couple of rhyming words to the children and ask them to do the same. For example: 'car' rhymes with 'star'. Try and keep the rhyming words easy and also use words which the children may be able to find in their class.

Then read the poem one more time. Ask the children if they are able to find any rhyming words. Provide help/hints if required. Rhyming words can be identified

with the help of the children and written on the board. Help the children notice the rhyming pattern.

After all the rhyming words have been identified ask the children to circle them using a pencil.

Recapitulation

Read the rhyme on page 39 with the class loudly and in a sing-song manner to ensure maximum comprehension, focusing on the rhyming words.

Unit 5 More Three-Letter Sounds

Expected Learning Outcomes

At the end of the unit, children will be able to:

- identify and recite three-letter sounds
- identify the sounds of the different letters that make the beginning, middle, or ending of the word different

Lesson 1 (pages 41–43)

Read the sounds and words—Puzzle Time

Materials required

- student's book
- pencil
- flash cards

Introduction

For page 41 ('ear', 'air', 'ure'), you may start the lesson by reading out the words present on the page and associate these words with its meanings. For example: you may show children that all of them have a pair of 'ears', or that the thing that they sit on is called a 'chair'. You may also ask by pointing at the picture of a pair of 'shoes' and ask if they know what it is.

Next, read the words out loud and ask the children to repeat after you. Pay close attention to focus on the /ear/, /air/, /ure/ sounds in each word. Ask the children to focus on those sounds and understand the difference and similarity. For example: the similarity between **hair** and **fair**. Write the words on the board and underline 'air', 'ear', etc.

If the children are able to understand the above-mentioned difference, read out the options present under 'Tick the correct answer' activity. Introduce the meanings of new vocabulary, such as muddy. If the concept is difficult for some children to understand, you may take a clear cup and fill it with water. Then add a small amount of sand and mix it thoroughly. In this manner you may show the class what the word muddy means or tell them the streets become muddy after rain. Then ask the children to go back to the picture and now ask them if the water is muddy or not. If the water is not muddy, sometimes clear water is also

not fit for consumption, so we should not drink water from anywhere, then it will mean that the water is clean (pure).

Student's book activity

Verbally ask the children to pick the correct answers for all six options, when all the children are able to answer, then ask them to tick the correct answer with the help of a pencil.

Instruct the children to turn to page 42 (Finish the words) and then tell the children to closely look at all three pictures one by one. Ask the children probing questions. For example: point to the picture of the little girl on page 42 and ask 'what do you think the girl is doing in the picture?' Then provide the answer, 'I think she is brushing her hair.' Make sure that the picture can be seen by all the children and everyone can associate the word with the action. Focus on the words which have to be filled in by the children in the blanks.

Next, ask the children to try and guess what the people are doing in the next pictures. However, provide help to the children, as soon as you feel that a child may require a hint to answer.

After the children have a complete grasp and understanding of what is happening in the pictures, start working with them to find the answers for the blanks. For example: write the 'ear', 'air', 'ure' sounds on the white/blackboard in a large size so they are visible to the entire class. Then read out the sentences in a clear and loud voice and ensure that you are audible to every student.

Next, start with the exercise, for example: say, 'I am brushing my h_____.' Then point to the 'ear', 'air', 'ure' sounds on the white/blackboard and encourage the children to answer on the basis of the discussion held few minutes ago. Facilitate the children when required. Help them out with hints so they may answer with ease.

After the first blank, the children may now be more confident with their answers. Ask them about the second blank in a similar manner. Encourage them to come up with answers based on the actions of the people in the picture. And each time, point to the 'ear', 'air', 'ure' sounds on the white/blackboard to provide help.

After you are done with all seven pictures, ask the children to trace the words on their arms to ensure accuracy. Follow this up by asking the children to write their answers in their books using a pencil.

Recapitulation

Puzzle time (page 43) : Revise all the new vocabulary that the children have learned in this lesson. Then explain what they are about to do and what a puzzle is. Encourage the children that it is a fun activity where the words are hiding, and they have to find them and bring them out. The first one has already been done: 'tear'. You may find one on their own with the children to further increase their confidence. Then encourage the children to find the rest of the words together. Ask them to work together as a group. You may keep asking, for example, 'What is the next word?', 'Where can we find it', etc.

Unit 6 Story Puzzles

Expected Learning Outcomes

At the end of the unit, children will be able to:

- understand how a story progresses: beginning, middle, end
- come up with their own stories (recall)

Lesson 1 (pages 44–49)

Look at this story

Materials required

- student's book
- pencil

Introduction

You may start by talking about stories.

What is a story? A story has three main components: beginning, middle, and the end.

Ask children about their favourite story, its name, and what it is about.

Encourage them to share the main points of the story with the class. How it starts, what the most interesting part is (middle), and how it ends?

After making sure that the children have some background idea of what a story is, ask them to turn to page 44 and look at the three sections carefully.

First story: This is Saba. Saba is a little girl who has a white cat. Both of them love to play in the garden with a kite.

- Beginning: One day Saba was playing with her kite when suddenly a huge gush of wind blew the kite into a tall branch of the tree.
- Middle: Saba was very sad as she could not reach it.
- End: Her cat climbed the tree and pushed the kite down to Saba with its paw (hand).

Along with the progression of the story, also make sure that the children grasp the emotional change in Saba as well. Ask them to focus on how her mood changes from being happy to sad, after losing the kite. Ask the children if they have ever felt sad after misplacing a toy? How did they feel after they found it?

Encourage the children to decide whether the end of the story is a happy one or a sad one.

Hold a class discussion about the different types of emotions. Encourage them to answer by naming the first one yourself. For example: happy, then encourage them to try and name any other emotion, like sad or scared.

Second story: Emotional Awareness (page 45). Begin the story by introducing the characters. Start the introduction by pointing out to the big female elephant as Mama Elephant and the small one as Baby Elephant. The story may go as follows: One day Mama Elephant and Baby Elephant went out with other elephants to roam the jungle. The Baby Elephant decided to go off and play around the bushes. When Mama Elephant could not find the baby, she became very upset (point towards the Mother Elephant's tears on page 46). Soon the Baby Elephant came out of the hiding spot and the Mother Elephant was very happy. However, the Baby Elephant felt sad about making its mother worried. As the story ends, ensure that the children are able to completely understand the meaning behind the exercise, and that they understand the shift of emotions.

Ask the children if they have ever felt sad after making their parents worry. Ensure that the children get the idea of the progression of a story: the beginning, the middle, and the end.

Student's book activity

Ask the children to turn to page 47–Emotional Awareness. Point to the first of the four pictures. Ask the children if the little girl looks happy☺, sad☹, or indifferent☹? Introduce the vocabulary 'indifferent', as someone who does not care that they have lost the kite. Encourage the children to answer after looking at the picture carefully. In a similar manner, go through the remaining three pictures, each time encouraging the children to guess the emotion in the picture. However, remember to facilitate them as and when required.

After the discussion, draw three squared boxes on the white/blackboard, and three emojis of 'happy', 'sad', and 'indifferent' on top of them just as shown in the book. Place a tick mark inside the boxes to show the children an example of how they are supposed to mark inside the correct box. Ask the children to place a small tick within the correct boxes in their book, with the help of a pencil.

Recapitulation

Logical Thinking (pages 48–49): Conduct the story of a farmer and how he encouraged his village people to work together for the crops. Ask the children how they think that the first picture is the start of the story and then encourage them to write '1' inside the box. You can even make a box on the white/blackboard like in previous exercise as an example.

Move through the pages, prompting the children to write numbers to show sequence in the story.

Unit 7 Alphabet Fun

Expected Learning Outcomes

At the end of the unit, children will be able to:

- recall the ABC Rhyme
- recall the English Alphabets in the correct order–A to Z
- recall the vocabulary words that they had learned with the letters

Lesson 1 (pages 50–53)

Aa–Zz and Finish the labels

Materials required

- student's book
- pencil
- flash cards of Letters Aa-Zz
- sandbox

Introduction

Start off the lesson by asking the children if they remember the ABC Rhyme. After collecting the responses, sing the ABC song with the entire class. Sing the rhyme as many times as you feel necessary. Make sure that the whole class sings together and every child is singing the alphabets in the correct sequence.

Distribute the flash cards of Letters Aa to Zz in a random manner depending on the strength of the class. You can give each child a single flash card or mix it up by giving a few of the children one and a few can get more. However, keep in mind that if you are giving a child two flash cards, one letter should follow the other (the letters should be in sequence). For example: if a student gets two flash cards and one of them is the letter Gg, then the other should either be Ff or Hh. In this way all they have to do is shuffle the cards in their hands.

Then, ask the children to stand and re-arrange themselves in the proper (A to Z) sequence. Let the children arrange themselves. Even if they do not get the correct arrangement of the Letters A to Z in the first go. You may add a suggestion like, 'Do you think Letter Dd comes after Cc or Ee? Make sure to do the corrections in a suggestive manner so that the children may get a chance to give their opinions and think on their own. However, if you feel that a child is struggling, provide useful hints to help them get through.

Sandbox activity: Provide children with an old shoe box filled with fine sand and ask them to hold a pencil upside down. Then read the Letters A to Z in the correct order, in chorus. Encourage the children to trace the letters on the sand as they recite the alphabets along with you.

You can even divide the children into groups of two, or four, depending on the number of sandboxes you have available. Try and minimise your input and encourage the children to write the letters on their own. However, provide guidance and help when required.

Student's book activity

Do this after the sandbox activity is done. Ask the children to turn to page 50 and start tracing the alphabets with the help of a pencil. Make sure that all the children are going through the letters together. For example: make sure all the children have traced Aa before moving on to Bb. And you can even say out loud all the vocabulary words you have learnt that start with the letter Aa, such as, apple, ant, etc.

Recapitulation

Ask the children to turn to page 52 and encourage the children to name the objects on the page. Provide a few hints to help out with easier vocabulary words which the children may have come across in their day-to-day life. For example: cow, egg, flower, etc. The remaining can be introduced through examples, mime, and telling the functions of the objects.

Start with the letter A and work through the list. After the children are done, they may colour the pictures in class or finish this as a homework assignment.

Unit 8 Fun with Words

Expected Learning Outcomes

By the end of the unit, children will be able to:

- develop observational and language skills
- understand the concept of, and differentiate, between singular and plural
- differentiate between two opposite actions and words

Lesson 1 (pages 54–57)

Opposites

Materials required

- student's book
- two transparent jars
- any material to fill one jar, for example: scraps of paper, socks, pencils, erasers, etc.

Introduction

Mime time/teaching opposites with action: Divide the class into two groups. Ask one group to perform one action, for example: sit on their chairs, whereas ask the other group to stand up. Inform the class that they are doing opposite actions. Or have two pencils at hand, one big and the other small. Hold the pencils up so the children have a clear view and inform them of the difference in height.

With each opposite word, ask the children to repeat it after you. The words should be clearly pronounced so it is easy for the children to follow through. Following are a few examples of the actions that you may conduct in class:

- Happy face, sad face
- Jump up, bend down
- Run quickly from one end of the class to another, run slowly from one end of the class to another
- Raise your hands high, bend down and touch your feet
- Laugh, stay quiet
- Pencil box with stationery, pencil box without stationery
- Take a step forward, take a step back

Student's book activity

After you have ensured that the children have grasped the concept through this exercise, ask them to turn to page 54. Go through the list and introduce any unfamiliar words by associating them with real-life examples. For example: if any of them have seen elephants in the zoo or on TV before, or if they have seen huge ladders, a turtle, or a bunny. Draw the attention of the children towards the word and help them look for its opposite.

After the association is done, say the words out loud from one of the two lists, and encourage the children to think and see if they can find the answer. Inform them that the answer is right in front of them in the 'Opposite' list. Facilitate the children by going through the Opposite list, eliminating the answers one by one until you get to the correct option.

Ask the children to trace the two opposite words using their finger before doing the same thing with the help of a pencil.

Ask the children to turn to page 55, and help them go through the sentences on the page. Take help from the pictures next to the sentences and encourage the children by reading the choice out loud to help them select the correct answer. Facilitate the children when required.

After going through the four sentences, move on to the next exercise, 'Finish the sentences' on the same page. Remind the children that 'fat' has the same meaning as the word 'stout', which they have already covered in the rhyme time of Unit 4. Remind them that the name of the other character in the same rhyme was 'Thin', and it can be an opposite word for 'fat'? Clear the children's concept if there are any misconceptions, and ask the children to write the answer in their books. Ask the children to go back to the rhyme and identify the opposites.

Next, ask the children to come up with any word that they are able to think of and as a class find out its opposite. Provide help and/or hints whenever required. If the children are unable to think of any specific word, you may find a word from their classroom. For example: the opposite of roof is floor.

Rhyme time: Extension exercise (Rhyme), (pages 56–57): Read the Rhyme on page 56 in a loud and clear voice. Pronounce each word with clarity and introduce new vocabulary words, such as: Proclaim, Ox, Fox, etc.

Explain the concept/story behind the rhyme. Let the children know what is happening in the picture. You may also ask the children the name of the objects that you think the children are aware of. For example: chair, cat, or shoes. This

will make the children more confident. Make sure that you inform them about the opposite words.

Recite the poem two times before asking the children to join in and repeat after you. Recite the poem focusing on the opposite words as many times as you find necessary for the children to be able to recite with ease and clarity.

Recapitulation

Now that the explanation of the rhyme is done, ask the children to carefully look at the picture on pages 56 and 57, and find opposite words or things. For example: light and dark.

(Optional) Place two empty jars on the table. Fill one with any material available, for example: beads, scraps of paper, socks, pencils, erasers, etc. and keep the second jar empty. Ask the children what is the difference between the two jars? One is empty the other is full. Provide hint words as required. Inform the children how the two jars are opposite to each other.

Lesson 2 (pages 58–59)

Singular and Plural

Materials required

- student's book
- pencils
- chart paper
- sticky notes
- black marker
- paper tape

Pre-activity preparation

Take a full-sized chart paper. You may recycle any previously used chart paper by using the backside. Cut it in half. Write the words 'Singular' and 'Plural' in huge letters in the middle of each piece of sheet, respectively. Add a small note at the top of the chart paper. On top of the singular chart paper write 'means only one', and on the top of the plural chart paper, add the note 'means more than one'. Paste the chart papers with paper tape on any of the walls of the classroom (so they are easy to remove without damaging the paint). Write one

singular and one plural word on each sticky note with black marker, respectively and paste the sticky notes on either side of the chart paper.

Ensure that the chart paper is placed as per the average height of the child in your class. The chart paper and the sticky notes should be easily visible to the children. The sticky notes should be equal to the total number of the children in your class. Keep a few extra just in case. Use one sticky note as an example.

Suggested singular/plural word list:

- | | | |
|-----------|-----------|---------|
| • jet | • babies | • wig |
| • parties | • cat | • buses |
| • book | • cups | • mat |
| • dishes | • lip | • naps |
| • door | • bugs | • ox |
| • boxes | • egg | • toys |
| • hat | • berries | • dog |

Introduction

Start the lesson by writing the letter 's' on the white/blackboard.

Next, hold one pencil in one hand and two pencils in the other hand. Raise the hand holding one pencil and say, 'I have one pencil'. Now put that hand down and raise the other hand and say, 'I have two pencils'. Make sure to stress upon the letter 's' at the end of the word pencils. You may give several other examples to the children, with books, bags, water bottles, etc. Each time focus on the letter 's' and encourage the children to find the difference between the singular and the plural words.

You may also write the two words on the white/blackboard. For example: book/books. Ask the children if there is any difference in the spelling of the two words. Divert their attention to the letter 's' you have written earlier. Find other examples from the classroom and encourage the children to come up with their plurals together.

Singular/plural activity: Turn the attention of the children towards the wall where you have placed singular and plural chart papers. Show them the sticky notes with singular and plural words written on it. Read all the words aloud and discuss their meanings. Ensure that the children are aware of the words and of their meanings. As an example, take one sticky note from the pile. Read the word written on it aloud, prompt the children if they can help you paste the

word on the correct chart paper. After you are done, ask all the children to go one-by-one, take one sticky note, and paste them on the correct chart paper. Facilitate the children if or when required.

Next, ask the children to turn to page 58. Start by saying that just like their parents get food from the shop every month, similarly, the queen also needs things for herself. The list that they see in front of them is a shopping list. However, the shopping list has some spelling mistakes, and their job is to fix the mistakes for the queen.

Start the list from the top and remind children that the letter 's' only comes after things which are 2 or more in number. Ask children if they will need to add the letter 's' after 1 crown, then ask why? Similarly go through the list and provide help and/or hints wherever necessary.

Student's book activity

Introduce the concept that sometimes the plurals may end in 'es'. Read out the speech bubble at the top of page 59 to tell the children that words ending in 'ch', 'sh', 'ss' may need es to make them plural.

Again, find examples from the classroom to facilitate children. For example: class–classes, glass–glasses, lunch–lunches, box–boxes, etc.

Next, go through the list present on the same page and together as a class add 's' or 'es' as needed.

Recapitulation

You may make a list of your own on the white/blackboard. Ask the children of the food items they would like to buy if they could and make the list of mixing up the singular and plural words.

Lesson 3 (pages 60–61)	Word with same ending sound
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Materials required

- student's book
- pencil
- 8 pieces of paper
- black marker
- flash card of a phone or a mobile phone of any kind as model

Pre-activity preparation

Cut small pieces of paper and write the words mentioned on page 60. The pieces should be big enough so that the words can be written in a clear manner and are easily readable by the children as well.

Introduction

Common Word Endings (page: 60) Children have been studying quite a lot about how a word ends in Units 4 and 5.

Circle Time: Sit in a circle as a class and dump the pieces of paper containing words from page 60 in the middle. Place all the pieces of papers face up and turn the attention of the children towards the end/last letters of each word. Separate two words having the same ending from the group and ask children to focus on them. For example: summer and winter. Read the words aloud and stress upon the sound created by the last letters. Ask the children to focus and notice how the 'er' sound is the same in both words. Ask them if there are any other common word endings in the group; provide hints and facilitate if required. Encourage the children to raise their hands and volunteer on their own, however, do not force anyone. Along with the children group all eight words into groups. Ask the children to turn to page 60 and together as a class go through the wheel and ask them to find similar ending words. Provide help and hint as you go along. Once all the words have been linked, ask the children to first link them together by tracing a line between the two words with a finger. Once they can do that with accuracy and ease, then use a pencil to do the same.

Student's book activity

Write the sounds /s/, /er/, /ing/, /es/, /ph/ in big letters on the white/ blackboard. Inform the children that the letters ph makes the /f/ sound. If you have a picture of a phone available or even a cell phone in the class, show it to the class as an example and ask them if they know what it is called, elicit responses from the children. For example: phone, photograph, etc.

Ask the children to turn to page 61 and go through the sentences present in the first exercise. Read the sentences out loud and explain what each sentence means to the children. Children might be aware of vocabulary words, for example, 'hiss' has been introduced on page 13, Unit 3. Revise any previously discussed words and their meaning, and then together as a class, go through the sentences and attempt to fill in the blanks with the appropriate ending

sound. Encourage the children to select the answers, however, help and provide hints as or when required.

Follow the similar steps for the second activity ('oa', 'sh', 'ee') of the same page. However, this time you may also take help from the pictures given with the sentences. Observe if the children are able to understand the meaning of the sentence by taking help from the picture; if not then provide assistance.

Recapitulation

Go through the words learned in this Unit, make a list on the white/blackboard and read the words aloud with the class in chorus. Focusing on the ending words and 's' and 'es' sounds.

Lesson 4 (pages 62–63)

Story Time (Prepositions)

Materials required

- student's book
- pencil
- table
- pencil box

Introduction

Ask the children if they can name any of the rules which they have to follow in class or school, in general. Ask them if there are any rules which their parents have asked to follow at home? Collect responses.

Inform the children that rules are present to manage discipline and peace among the community, be it class, school, or home. Similarly, ask the children, if they have ever noticed traffic lights on the roads when coming from or going to school? Ask them if these traffic lights are important? What job do they do? Ask the children about the significance of zebra crossing as well.

Inform the children about traffic rules and how it is important that people walk on zebra crossing when crossing the roads.

Student's book activity

Familiarise the character by associating him with their parents; how they visit the local market to buy vegetables and other necessities. After the introduction

of the character, start the story time by following Dad. Focus on the 'preposition words' as you read along. Mimic the movement of Dad as he journeys in the bus with the pencil box. When the story says the bus went up the hill, mimic the action by sliding the box from the floor to the top of the table.

Pause at every use of preposition and inform the children why that particular preposition is being used and what does it mean.

Follow through the pictures in chronological order, and at the end of the journey answer the question, 'How will he get back home?' Trace the two words and complete the sentence by adding the means of transport with the help of a pencil. Provide hint: Dad will use the same transport going home that he took going to the super market.

Recapitulation

As a wrap up activity, map out Dad's route back home. Go through the pictures in reverse order from the super market to his home to get the final route.

Lesson 5 (pages 64–66)

Preposition Words and a/an

Materials required

- student's book
- pencil
- table
- pencil box

Introduction

Start off the lesson by talking about the jungle and the animals. How to take care of certain animals and how we should be respectful towards them.

Turn the attention of the children towards the waterfall in the picture, ask the children if it is okay to waste water. Collect response, then guide the children through certain do's and don'ts of good manners. Inform the children that it is wrong to waste water, electricity, food, or any resource which is given to them. As having any kind of commodity is a privilege, as there are a number of people and children out there who cannot afford or do not have access to these luxuries.

As in the previous exercise, keep a table at the front and centre of the class and a pencil box with you, to mimic the placement of the animals in the pictures. Write all eight prepositions given as options on pages 64–65 on the white/blackboard in big letters so they are visible to everyone in the class.

Ask the children to turn to page 64 and look at the animals carefully. Encourage the children to see if they can name any animals. Help them out with a few and introduce any new animals whom they have never seen before. For example: kangaroo. Talk a little about kangaroos and their habitats.

Next, point to the animals in the picture one by one and ask the children to select any one of the prepositions written on the white/blackboard in front of them. Mimic the placement of the pencil box with the placement of the animal in the picture you are currently looking at. For example: starting off, keep the pencil box **on** the table and ask children which preposition will they use, **on, in** or **under**? Collect responses and correct if there is still any confusion left. Then point to the first set of animals on the top left; Mama orangutan and Baby orangutan. (Explain what kind of animal is an orangutan. An orangutan is just like a giant monkey with no tail. They are specifically found in Indonesia and Malaysia).

In a similar manner, go through all of the blanks on pages 64 and 65 by mimicking the position with the help of the pencil box with each blank. Note down all of the answers on the white/blackboard. After all the blanks are filled, encourage the children to fill in the blanks independently. Provide help/guidance as required.

Student's book activity

Use of a/an: By this point, the children must be capable of writing directly in the book. Ask the children to turn to page 66 and trace the words first. Monitor their progress and see if everyone is able to trace the letters with the least amount of help from your side.

Encourage the children to copy the words. Monitor the children and provide help if required. Tell the children that it is okay to make mistakes and help them to become independent learners and writers.

Recapitulation

Listening skill: make a table similar to the one present in the student's book on page 67.

Inform the children that the words that they see on the white/blackboard are the ones they have to listen carefully for. Read out each sound/letter/word that is written on the white/blackboard, so the children know how each sound/letter/word sounds. Each time they hear any of those words they have to raise their hand and share with the class.

Start reading the story in a very slow and clear voice. Pronounce each word very carefully, pause after each picture and ask the children if they were able to hear any of the words in the choices. If the children need any further help, point to the correct answer and a wrong option and ask them which of these two do you think we just heard? Encourage the children to answer as much as they can on their own, however, provide constant help and guidance.

Tell the children that after they have answered, they also have to place a small tick in the correct box. Place the tick in the table drawn on the white/blackboard as an example and ask the children to follow your action.

Go through all the pictures in a similar manner and provide help and guidance as required.

Unit 9 Naming Words

Expected Learning Outcomes

At the end of the unit, children will be able to:

- state the definition of noun, explain what a noun and pronoun is
- identify nouns and pronouns in a sentence

Lesson 1 (pages 69–71)

Nouns and Pronouns

Materials required

- student's book
- pencil
- flash cards of any famous buildings or places

Introduction

Introduce the idea of 'Noun' as a 'Naming word' to the children. You may take help by reading out Hassan's words from page 69. Take examples from the classroom, for example, names of children, stationery items, furniture, and flash cards of any famous buildings. Inform the children that these are called 'Nouns'. Say random nouns in class to make them more familiar with the concept.

Next, copy down the list as it is given in the book on the white/blackboard and ask children to turn to page 69 and go through the list together. Circle the 'Nouns' in the list that is on the white/blackboard as you go along. If there are any new vocabulary words, explain its meaning and associate them with their surroundings. Prompt the children to identify whether the word is a 'Noun' or not. However, provide help/guidance as required.

After the verbal activity is done, ask the children to pay attention to how you have circled each 'Noun', and in the same manner ask them to do so in their books as well, with the help of a pencil.

Student's book activity

Introduce the concept of 'Pronouns'. Take help from the definition present on page 70. Inform the children that the first sentence usually has a 'Noun', whereas in the second sentence, the pronoun replaces the noun. Find examples from the classrooms, such as: Sara is a regular student. She is never absent, or

Hamid is good boy. He follows classroom rules or Erum has a pet bird. She loves it very much.

Next, write the pronouns, he, she, it, we, I on the white/blackboard in big letters so they are visible to the entire class. Ask children to turn to page 70 and start reading the sentences one by one in a loud and clear voice. Ask the children to predict what the statement can be by taking help from the picture. Provide helpful hints if the children are facing any difficulty in doing so.

Go through all four blanks in the similar manner. Add a few examples from the class if necessary. For example: Haris is learning. He enjoys school. Go around the classroom and see if all the children are filling in the blanks with appropriate pronouns.

Let's recall 'Nouns' and 'Pronouns': Have a classroom discussion and help the children recall her, him, its, their. Take help from the words of Dad on top of page 71. Go through the three sentences as a class first. Talk about the noun Mum and which pronoun would she require. Ask the children to guess the answer. Encourage them to speak up even if they get it wrong. Congratulate them on trying their best. Ask the children to circle the correct pronoun after the discussion.

Recapitulation

Say the names of the children in the classroom and describe them using she and her for girls, and he and him for boys, etc. Provide lots of examples from the classroom using the actions and names of the children present in the class.

Lesson 2 (pages 72–75)	This/That, These/Those, and Apostrophe
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Materials required

- student's book
- pencil

Introduction

Introduce the idea of 'This/That'. Find examples from the classroom. For example: Point to the desk nearest to you and say, 'This is a table.' Then point to a chart paper/softboard or anything that is at the back of the classroom and say, 'That is a chart paper/softboard'.

Reinforce the idea that 'This' is used to talk about something that is nearer to the speaker and 'That' is used to denote something that is at a distance from the speaker. Ask the children to turn to page 72 and go through the six speech bubbles. Use the similar method of providing examples from the classroom if the children find it difficult to think of the suitable answer. Read out the sentences in the speech bubble and encourage the children to think of the correct choice. Ask the children to keep a pencil in their hands and circle each correct option after the discussion is done before moving on to the next speech bubble.

Introduce the idea of 'These/Those'. Revise the concept of Singular (only one) and Plural (more than one). Inform children that 'These/Those' are used to denote the position of an object when it is more than one in number. For example: 'These books are helpful in our learning' and 'Those bags are very heavy'. Following the same rules as we followed in 'This/That', go through the speech bubbles on page 73 and encourage the children to find the correct options on their own. Provide guidance as required.

Student's book activity

Introduce the concept of the apostrophe (pages 74 and 75). Explain to the children the meaning of the word and its function by the help of the definition on page 74. Provide examples from the classroom. Write a sentence on the white/blackboard, for example:

- This is Sara's pencil box.
- That is Danial's bag.
- Those are Shahmeer's copies.
- These are Arfa's colour pencils.

Provide as many examples as required until the children are able to place the apostrophe on their own. Once the concept is clear, ask the children to turn to page 74 and go through the activity together as a class. Read out the words and encourage the children to share their answers. Once that page is done, and you feel confident that the children are able to grasp the concept, ask them to do the activity on page 75 independently. However, be vigilant and provide help/guidance as required.

Recapitulation

Provide the children with different examples for 'Naming words' and 'Pronouns'. Ask the children to identify as many as they can. List them on the board in two columns and encourage them to come up and discuss any problems that they might have with the topic.

Unit 10 What am I Feeling?

Expected Learning Outcomes

At the end of the unit, children will be able to:

- recognise different kinds of feelings and emotions in others and themselves
- express different range of emotions and feelings
- be mindful and respectful of other's emotions and feelings

Lesson 1 (page 76)	Feelings
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Materials required

- student's book
- pencil

Introduction

Introduce the words 'Feeling or Emotion' to the children. Write the word 'Feeling/Emotion' in big letters on the white/blackboard. Ask the children if they have any idea what a feeling is? Elicit responses.

Next, make a list of a few 'feeling words' on the white/blackboard. Suggested feeling words and emotion words: happy, sad, angry, sleepy, shy, hot, warm, cold, proud, bored, confident, afraid, etc. Ask the children to share what they like the most about themselves or about a friend, what makes them happy?

Also, ask the children to talk about the activities which they have enjoyed the most in class, Circle Time or any other group activity? Or do they enjoy working on their own?

Ask the children how many of the following feelings are they able to recognise? Can they mime them? Ask the children to mime and speak up independently in class without the fear of making any mistakes or being made fun of. Encourage the children to be confident in themselves and perceive themselves in a positive manner. After ensuring that the children are completely aware of all the feelings/emotions listed on the white/blackboard and are able to comprehend their meanings as well, move on to the activity in the book.

Student's book activity

Mime: Ask the children to turn to page 76 ('Listen and Speak'). Ask the children to go through the feelings that are listed on the page and mime them with you. Explain any new feeling which the children might be unaware of, or if they did not know the word for that feeling.

After they are able to mime all the actions present on the page, ask them to connect each action with the correct picture independently.

Recapitulation

Divide the children into pairs and ask the children to take turns and guess from the facial expressions what their partner is feeling.

Lesson 2 (page 77)	Action Words
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Materials required

- student's book
- pencil
- strips of paper or flash cards with action words written on them/pictures.

Suggested word bank: run, jump, eat, sit, read, dance, clap, write, draw, paint, crawl, cook, laugh, cry, drink, walk, sleep, smile, throw, catch, drive, cut, fly, pull, push, stretch, smell, open, close, and listen.

Introduction

Introduce the concept of doing action: An action word is any kind of movement. Take help from the definition written on page 77. For example: We are **sitting**. Make on the spot examples, based on the actions of the children, such as: Asra is **looking** at the teacher.

Explain the difference between a 'Naming word' and an 'Action word'. For example: a verb (doing action) shows what someone is doing.

Charades: The concept can be further clarified by a game of charades. Divide the class in two groups. Each player from the team will come forward and select a strip of paper/flash card from the basket/box. The strip of paper/flash card will have one action word, either written or as a picture.

The child will then try and enact the action written or drawn on the strip of paper/flash card. However, if the action is a little too tricky for the child, whisper the word to the child in their ear and help them out.

After the successful attempt at the enactment, the group members will try and guess what their friend is doing. Encourage the children to say the entire sentence. For example: Sara is **smiling**.

Repeat the same sentence two or three times so that the children are able to comprehend the meaning.

Reminder: Act the first word out so that the children may have a clear idea of how to play the game. Also, it is suggested to start the game with more confident children, so the shyer ones may be able to follow suit.

Rules: The child who will be enacting the action word is not allowed to make any sound or speak, as it may give away the answer (action).

The group members are supposed to raise their hands if they think they know the answer.

The group which guesses correctly will gain a point.

Speaking out of turn will not result in any points.

Student's book activity

Ask the children to turn to page 77 ('Action Words'), and encourage the children to identify the actions by looking at the pictures for each sentence. After collecting responses, prompt the children to take help from the choices present at top of the page.

Ask the children to start writing down the words before moving on to the next sentence.

Recapitulation

Encourage the children to make sentences by looking around the classroom. For example: Ali is standing, etc.

Materials required

- student's book
- pencil
- colour pencils (red, green, and yellow)

Introduction

Revise the concept of 'Noun' as 'Naming words', that the children have already studied on page 74. Go through the concept again, by finding examples from the classroom. For example: Table, Ali, Playground, etc. Ask the children if they remember what a 'Noun' is. Revise the definition with the children by either saying it out loud or writing it on the white/blackboard. Discuss examples and encourage the children to name a few naming words.

Ask the children to turn to pages 78 and 79 and discuss the scene present on the respective pages. Talk about the colours, people, who is doing what, etc. Discuss whatever can be seen in the picture.

Next, talk about a certain action, for example, on page 79 the girls are smiling. Point towards each girl and tell the children how they are smiling, which is an action and the word girls is a noun.

List down all the action and naming words on the white/blackboard and when you are done, ask the children to carefully copy them in their student's book (page 78).

Student's book activity

Revise the 'Naming words' and 'Pronouns', as the children have already covered them in Unit 9. Provide different examples and ask the children to identify 'Nouns' and 'Pronouns' in the sentences. For example:

- The children are playing cricket. They are enjoying a lot.
- The girls are talking with each other.
- Sara is a shy girl. She is very quiet.
- Mithu is a good parrot. It cleans its fur every day.
- Hamid is disciplined boy. He listens to his elders.

Next, ask the children to turn to page 80, 'Colour the Action Words, Nouns, and Pronouns', respectively.

Ask the children to hold the red colour pencil/crayon in their hands and encourage them to identify all the 'Action words' which are mixed with the 'Nouns' and 'Pronouns'. Go through the bunch of words one-by-one and when you find an 'Action word', ask the children to place a slightly big dot with the colour red to mark it as an action word.

Follow the similar steps with nouns and then pronouns. Go around the class and see if all of the children have coloured the correct cloud with the correct colour. Next, ask children to go ahead and colour the entire cloud with the respective colours.

Recapitulation

Make three columns on the white/blackboard (as shown below):

Naming Words	Action Words	Pronouns

Ask the children to find examples from the classroom, then fill in the columns on the white/blackboard.

Unit 11 Comprehension

Expected Learning Outcomes

At the end of the unit, children will be able to:

- recognise different kinds of valuable lessons from the texts
- associate these ideas to real life instances
- discuss ideas, events, and information about the texts

Lesson 1 (pages 81–87)

The Town Mouse and the Country Mouse

Materials required

- student's book
- pencil

Introduction

Before starting the lesson, ask the children to go through the pages of the story and share with the class if they are able to predict how the story will end. Collect responses. Remind the children that there are no right or wrong answers.

Ask the children to turn to page 81 and start reading out the story out loud in a clear and loud voice. Make sure that you are audible to each and everyone in the class. Ask the children to follow your words with their fingers. Read the text of each page twice and ask the children if they have any difficulty grasping the text before moving on to the next page.

Keep on encouraging the children to answer questions such as, what do you think about this part of the story in order to keep them engaged and attentive.

After the story is complete, ask the children to turn to page 85 and label the characters and settings of the story they have just read. Encourage the children to answer the questions independently. They may even turn the page and go back to the story for help. Help children with their spellings.

Student's book activity

Ask the children to turn to page 86 and complete the sentences regarding the characters from the story that they have just read. Trace out the given words, and then complete the sentences by taking help from the pictures present.

Move on to page 87—Tick 'yes' or 'no'. Together, as a class, go through the sentences present on the page and encourage the children to answer with either a 'yes' or a 'no' depending upon the content of the sentence. Tick the answer first before moving on to the next statement.

Once everyone is done with the 'yes' or 'no' sentences, ask them if they like the story. Collect responses. On the basis of these responses ask the children to explain their answer, as to why do they like the story? What part of the story appealed to them? Collect responses. Encourage the children to write the responses in their books with the help of a pencil. Help them out with spellings and vocabulary words.

Recapitulation

Ask the children about what they have learned from the story? What kind of a mouse was the Town Mouse? Was he right to look down upon the Country Mouse?

Lesson 2 (pages 88–91)

The Dolls

Materials required

- student's book
- pencil
- dolls and toy furniture

Introduction

Ask the children to turn to page 88 and start reading out the story out loud in a clear and loud voice. Make sure that you are audible to each and everyone in the class. Ask the children to follow your words with their fingers. Read the text of each page twice and ask the children if they have any difficulty grasping the text before moving on to the next page.

Keep on encouraging the children to answer questions, such as, what do you think about this part of the story? In order to keep them engaged and attentive. After the story is completed, ask the children to turn to page 91, and read the questions out loud in a clear voice. Make sure that each and every child understands what is being asked. Ask the children questions and help them by providing hints and going back to the story. List down all the answers with the correct question number on the white/blackboard.

Encourage the children to copy the answers from the white/blackboard independently. Make sure that the children are copying the work correctly while making the least amount of error. For discussion questions, conduct proper discussions. Encourage the children to think about their opinions and prompt them to think of reasons (if they can) as well.

Group activity

Ask the children to share their toys with their friends and encourage them to play games such as, gudda-guddi ki shaadi and ghar ghar khail.

For any children who are not interested in playing these games can play hide and seek, tug of war, cat's cradle, etc.

Student's book activity

Ask the children to turn to page 91 and help them answer the questions. Encourage the children to look back at the story to double-check as they answer. Let them discuss the answers with a friend. This will encourage their speaking and listening skills.

Ask the children if they think Asra and Marium were good girls as they did not want to play with Yasmin. Teach the children about kindness and how being kind is not only a sign of a good human being but also a significant part of our religion as well.

Encourage the children to share any real-life experiences which they may have seen of others being kind. Also, provide the children with opportunities to be kind and share their stationery and food (lunch) with their friends.

Also, teach the children that if they were unkind to someone by mistake or they did not realise it at the time, they can always go back to the person and apologise. Teach the children that it is okay to make mistakes as long as you are learning from them. The children should learn to keep a check on their actions. Admit if they have done something wrong and then rectify it. Ask the children, if they were in Asra's place, would they have apologised to Yasmin?

Develop an understanding of truthfulness, honesty, fairness, and trustworthiness in the children.

Recapitulation

Ask the children to turn to page 91 and remind them to keep the previous page's sentences in mind, then answer the following questions. The children may go back to the previous page to take help. As they answer each question, list them down on the white/blackboard. Once you are done with all five questions, ask the children to copy the answers in their books with a pencil.

Activity Bank

Activity 1: IQ Booster

Find and circle the words mentioned in the box below. The words are from left to right and top to bottom.

glue	rabbit	garden	drive	toe
branch	hiss	igloo	tree	very

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

Make short sentences using the following words:

Words	Sentences
glue	<hr/> <hr/> <hr/>
rabbit	<hr/> <hr/> <hr/>
garden	<hr/> <hr/> <hr/>
drive	<hr/> <hr/> <hr/>
toe	<hr/> <hr/> <hr/>
branch	<hr/> <hr/> <hr/>
hiss	<hr/> <hr/> <hr/>
igloo	<hr/> <hr/> <hr/>
tree	<hr/> <hr/> <hr/>
very	<hr/> <hr/> <hr/>

Skills learnt: Advanced cognitive skills, vocabulary development, sentence making

Activity 2: Story time

Read the story to solve the following activity.



Raza and Annie go
to the park.



It is a mess!



They get the park
keeper.



Everyone cleans up
the mess.

Organisation

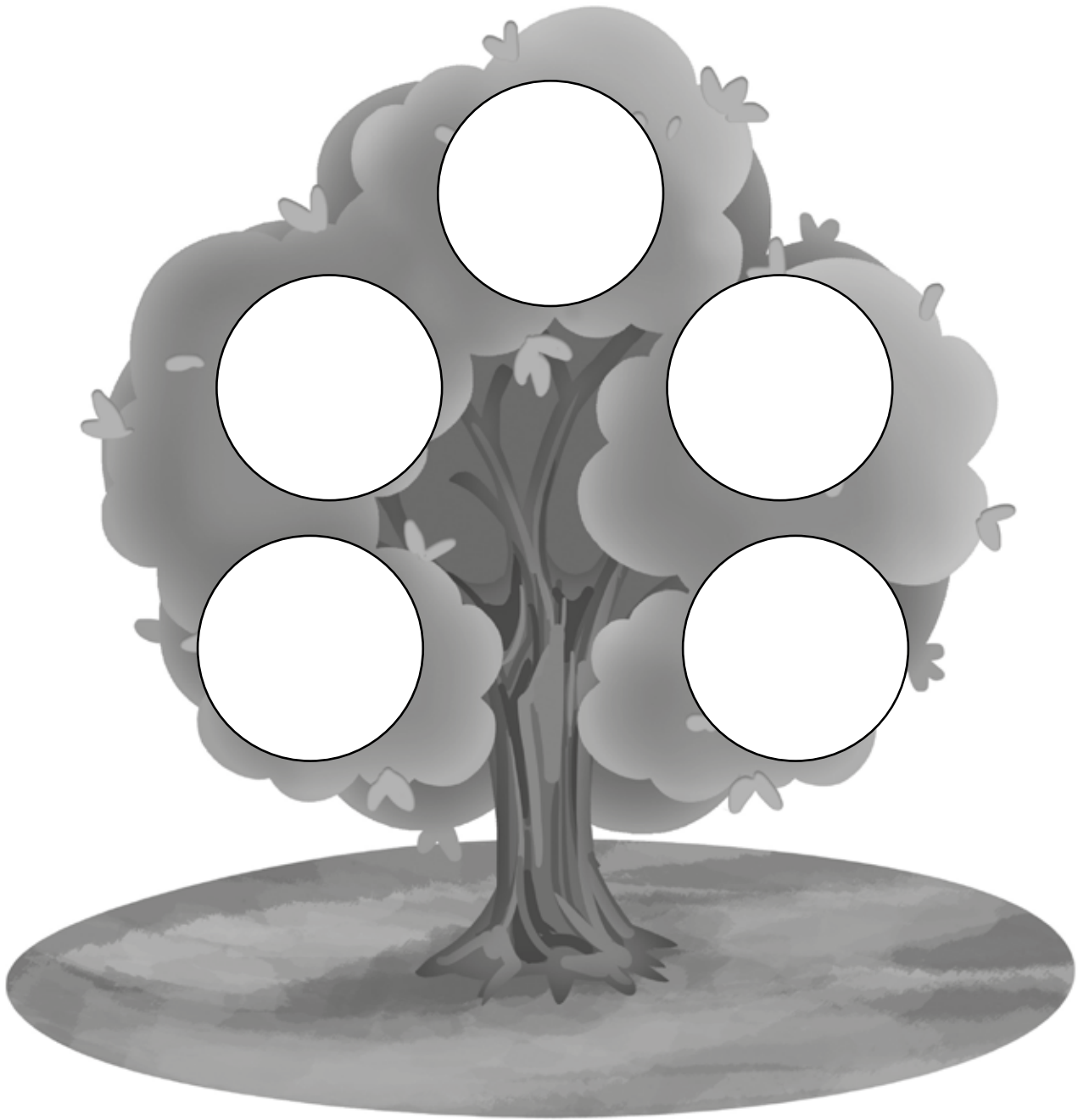
After you have read the story on pg 76, write 1 2 3 to show the correct order.



Skills learnt: Stories and comprehension, advanced cognitive skills, 4 skills of language learning

Activity 3: My family

Can you draw your family tree.



Cut a big card sheet in to four equal squares and draw a tree with five or six circles (cut as many squares depending on the number of children in your class). Provide the children with colour pencils/crayons and markers and ask them to draw the pictures of their family members or write their names.

On the day of the activity, ask the children to come up to the front one by one and talk about their family while holding the piece of card sheet with their family tree. Encourage them to be confident and ask their friends to cheer them up and make them feel comfortable. Clap after each child is done with their presentation to boost their morale. However, if any child does not want to go to the front, do not force them. Ask them to stand on their place and talk about their family. Encourage them to talk about their family members, siblings, how old they are and what do they like or dislike.

Culture day (optional): You may create the family tree as a part of the culture day celebrations. Ask the children to dress in their cultural clothes and they may bring one food item which is made specifically in the culture. Ask the children to talk about the cultural aspects which is special to their household, such as, clothing, language, lifestyle, food, traditions and customs.

Have an open discussion with the children regarding the different kinds of families, cultures, and religions in Pakistan. Start off by asking the children if they are aware of the religion that is practised in their homes and can they name it?

Then introduce the names a few other religions in Pakistan. Talk about how, just like Islam, every other religion preaches about peace, love, care, friendship, tolerance, kindness, and respect for others. For Muslims there are a few basic strands which are a must for the children at this age to know, for example, the five pillars of Islam, the first Kalimah, small dua'as and why they need to be recited like Bismillah, etc.

If you have any non-Muslim children in class, then talk about their festivals and cultural aspects as well. Talk about how everyone should be patient and respectable and tolerant towards other's beliefs and customs.

Last but certainly not the least, develop basic knowledge about Pakistani culture in the children. Inform them about things, such as, about national game, flag, flower, languages, and different kinds of folk dances, etc. Encourage the children to extend their ideas by providing details about their topic, they can even talk about their daily routine which is specific to their culture.

Skills learnt: Personal, social, and emotional development; 4 skills of language learning

Assessment Guide

Research indicates that formal tests and examinations are not at all accurate when measuring a toddler's abilities. Many young children do not perform well in situations where they have to answer specific questions or complete tasks because they may not be familiar with the testing language, they may be shy, or just frightened. When a young child does not perform well, he/she is labelled as a 'below average' child.

A comparison between two young children is fruitless as children of such an age grow and progress at their own pace. Young children's progress should be measured by the teacher's on-going observations during the entire year. Their progress should be compared to their own development and not to that of other children.

Children's Assessment and Record Keeping

The teachers are requested to observe each child as they participate in different activities. Though at times they may step back and observe, however, more than usual, teachers may have to be involved with the children.

Teachers will have to develop the skill of being actively involved, picking up cues from the children.

What is the teacher supposed to look for? The teacher observes the children and assesses the different areas of learning and development.

The following methods of assessment and record keeping are strongly recommended:

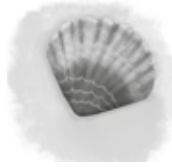








- Checklist of the child's progress
- Maintain a portfolio of the child's work
- Progress reports for parents

The Assessment Guide contains:

- Worksheets (Informal assessment)
- Observation checklists (the teacher will observe the points mentioned in the observation checklists and then fill it at the mid and end of the year).









Worksheet – 2: Reading New Words – Graphemes






Read and circle the 'ch', 'sh', and 'th' (graphemes) words. Then match the graphemes with its relevant picture.

Jack will shut the shop.	
The ship is in good shape.	
This is a shiny shell.	
The chick and chimp are friends.	
The chest is old.	
This game is called chess.	
This exercise is called Think Tank.	
My brother is very thin.	
I hurt my thumb.	

Worksheet – 3: Two-letter words 'ar', 'ee', 'igh', 'oa', 'qu', 'or', 'er', 'ow', 'oi'

Match the word to its picture.

queen	
bee	
night	
boat	
jeep	
goat	
beet	
light	

cart	
corn	
cow	
coil	
tern	

Teacher's note: Help the children join the word with its picture using a ruler and a pencil/big crayon.

Worksheet – 5: Words and their opposites

Read and match the following words with their opposites.

tall	sad
happy	slow
fast	short
day	down
thick	out
in	thin
hot	dark
light	cold
up	slow
fast	night

Worksheet – 6: Rhyming words

Read the following words and circle the rhyming words.

moo	coo	sit	shoo	boo
hoot	mouth	boot	soot	eye
chess	bat	car	bless	mess
ball	wall	mall	foot	hair
cat	dog	mat	fat	thin
sun	cloud	bun	sweet	fun
gold	old	silver	sold	bold
king	queen	ring	swing	servant
pure	cure	may	sure	say
cow	now	bay	sour	bow

Worksheet – 7: Singular and Plural

Read the following words carefully. Colour the clouds with singular words blue and the clouds with plural words yellow.

crown

dresses

book

horses

rings

bottle

socks

fan

pencil

cat




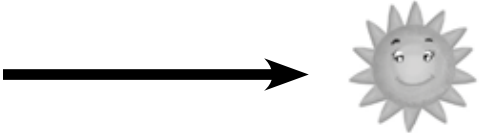
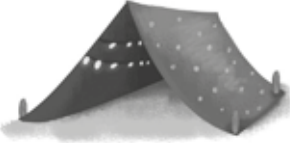
dogs

copy

Teacher's note: Review the difference between the words 'Singular' and 'Plural' and remind the children that 'Singular' means one and 'Plural' means more than one.


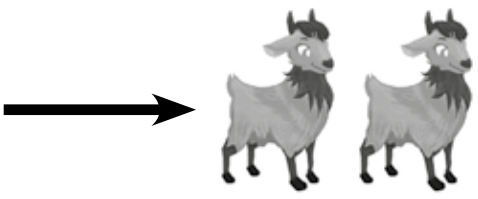


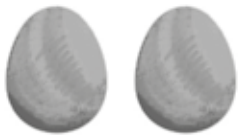
Worksheet – 12: This or That

Read the following sentences and look at the pictures closely. Fill in the blanks with 'This' or 'That' appropriately.

1.	_____ is an apple.	
2.	_____ is a bed.	
3.	_____ is a key.	
4.	_____ is a sun.	
5.	_____ is a tent.	

Worksheet – 13: These or Those

Read the following sentences and look at the pictures closely. Fill in the blanks with 'These' or 'Those' appropriately.

1.	_____ are frogs.	
2.	_____ are goats.	
3.	_____ are nuts.	
4.	_____ are peas.	
5.	_____ are eggs.	

Worksheet – 14: Use of a/an

Read the following sentences carefully and fill in the blanks by adding 'a' or 'an' appropriately in the given blanks.

1. This is _____ apple.
2. This is _____ scary house.
3. It is _____ pretty painting.
4. There is _____ exciting fair.
5. This is _____ ice cream.
6. We went to _____ zoo.
7. I have _____ pet parrot.
8. Fox is _____ clever animal.
9. I had _____ egg for lunch.
10. This is _____ exciting game.
11. This is _____ funny clown.

Worksheet – 15: Making sentences




Here are some mixed up sentences. The lines tell you which two parts should go together.

Sara is ran fast.
The batsman drinks milk.
The sun late for school.
My cat is shining.

Copy and write the complete sentences below.

Mid-of-Year Teacher's Observation Checklist




Consider the child's strengths and the areas in which they can further improve in the final term. Use the checklist to record their development.

CATEGORIES			
ACADEMIC			
Recognises sounds or blends letters to read with ease a three to four letter word to some extent			
Recognises everyday life vocabulary given in book			
Sings poems in chorus			
Understands a simple sentence to some extent			
Comprehends, recalls, and enjoys stories			
Knows routine and greetings			
Knows rules for singular and plural			
LANGUAGE DEVELOPMENT			
Expresses needs in English (a few words)			
Listens and follows directions and instructions			
FINE MOTOR DEVELOPMENT			
Uses pencil and colour pencils with some amount of ease			
Ties and unties their bag zip			
GROSS MOTOR DEVELOPMENT			
Runs and throws a ball in a specific direction with some accuracy			
Jumps and kicks a ball			
Walks in a straight line and changes direction without losing balance			
TEAMWORK AND GROUP BEHAVIOUR			
Studies and plays with other children without causing much trouble and with adult supervision			
Maintains friendliness with most peers and adults			
SOCIAL DEVELOPMENT			
Uses basic greetings and respects elders			
Is aware of their surroundings and personal health and safety to some extent			
Recognises the importance of personal space to some extent and knows when to ask for help			

Teacher's note: This rubric can help you track the progress of the children for the final term. It is by no means exhaustive and can be changed as per the need of the children. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

End-of-Year Teacher's Observation Checklist

Consider the child's strengths and the areas in which they can improve. Use the checklist to record their development.

CATEGORIES			
ACADEMIC			
Recognises sounds, blends letters to read with ease a three to four letter word			
Learns and remembers new words and uses everyday life vocabulary given in book			
Recognises rhyming words and sings poems in chorus			
Understands a simple sentence			
Comprehends, recalls and enjoys stories, and answers basic questions about stories			
Talks about everyday happenings, knows routine and greetings			
Knows and uses rules for singular and plural			
LANGUAGE DEVELOPMENT			
Expresses needs in English (short sentences/a few words)			
Listens and follows directions and instructions			
FINE MOTOR DEVELOPMENT			
Uses pencil and colour pencils with ease			
Straps sandal, ties and unties their zip			
GROSS MOTOR DEVELOPMENT			
Runs, throws a ball in a specific direction, and catches a ball with good hand-eye coordination			
Jumps, kicks a ball, and skips			
Walks in a straight line and changes direction easily, knows their way around school premises			
TEAMWORK AND GROUP BEHAVIOUR			
Studies and plays with other children without causing trouble and with minimal adult supervision			
Maintains friendliness with most peers and adults			
SOCIAL DEVELOPMENT			
Uses basic greetings and respects elders			
Shows awareness of the surroundings and personal health and safety			
Recognises the importance of personal space and knows when to ask for help			

Teacher's note: This rubric can help you report the progress of the children. It is by no means exhaustive and can be changed as per need. The star stands for satisfactory, the moon is for good, and the sun is for excellent.

Single National Curriculum Alignment

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
<p>Competency 1: Children will develop an understanding of their likes, dislikes, strengths, emotions and self-grooming, decision making and problem solving skills. Children will further enhance their positive sense of self-identity and see themselves as capable learners.</p>	a. Share what they like about themselves and what they like about a friend and others.	*TG
	b. Identify different occasions when they feel happy, sad, scared, loved, angry, excited and bored.	pp. 47, 76-77
	c. Choose and talk about an activity/work that they enjoy doing the most in class.	TG
	d. Express their likes and dislikes and talk about their strengths and areas of improvement.	pp. 71, 87
	e. Develop and understand that as individuals, they have their unique needs, interests and abilities and that they are separate from each other.	p. 71
	f. Develop and understand how to dress up, know about eating habits, proper posture while walking, talking and sitting.	p. 10
	g. Take care of his/her and others' belongings.	**TOC Activities
	h. Perceive himself/herself in a positive way.	TG
	i. Ask for help when needed.	TOC
	j. Develop problem solving skills by identifying the problems and finding the best solutions through participating in different activities.	pp. 2, 49

* TG - Teaching Guide: ** TOC - Teacher's Observation Checklist

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
Competency 2: Children will be willing to share and work in collaboration with their peers, teachers, family members and neighbours, regardless of any differences, such as, in gender, ability, culture, language and ethnicity.	a. Show an understanding and respect for the feelings of their peers and others.	TOC
	b. Cooperate with peers, teachers, family and community members.	TOC Activities
	c. Work cooperatively and share materials and ideas amicably in groups.	p. 80 TOC
	d. Form friendly and interactive relations with peers and adult around them.	TOC Activities
	e. Learn to respect others' opinion while communicating.	p. 80
	f. Learn to take turns.	pp. 13, 41, 52, 79
	g. Cooperate with and be sensitive to peers, elders, and neighbours who may be differently abled.	TOC
	h. Work in collaboration, in groups/project work to promote leadership skills.	p. 80 TOC
Competency 3: Children will learn about and appreciate their heritage and culture and develop acceptance, respect and appreciation for the diversity of cultures and languages.	a. Talk about the cultural aspects of their lives, such as, language, clothing, lifestyle, food, traditions and customs.	TG
	b. Talk about the key cultural practices to resolve conflicts and issues and celebrate festivals.	TG
	c. Recognize historical and cultural places.	TG
	d. Narrate stories heard from elders.	TG

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	e. Play local games (hide and seek, jumping, gudda-guddi ki shaadi, ghar ghar khail, tug of war, clay modelling, cat's cradle etc.).	Activities
	f. Develop basic knowledge about Pakistani culture. (i.e. know about the national game, flag, flower, food, folk dances, languages etc.)	TG
	g. Respect the feelings and views of others irrespective of their religion, caste, colour, creed and people with special need.	TOC
Competency 4: Children will develop an understanding of their own religious values and practices as well as respect for others' religious values and practices, with acceptance and appreciation for the differences that exist.	a. Recognise, appreciate and respect similarities and differences among people.	pp. 77-80
	b. Associate and mingle with children having diverse abilities and backgrounds.	TOC
	c. Know and understand that the religion of most of the people in Pakistan is Islam.	TG
	d. Recognize that other religions exist in Pakistan as well.	TG
	e. Name their religion.	TG
	f. Appreciate "peace" (love, care, friendship, tolerance, kindness and respect for others) as a common value across religions.	TG
	g. Muslim children will: <ul style="list-style-type: none"> • Believe that Allah is the Sole Creator and Prophet Muhammad is His last and most beloved Prophet. • Believe that Islam stands for peace and harmony. • Recite the first Kalma. • Recite small dua'as and know why they should be recited. 	TG

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	h. Non-Muslim children will learn and practice about their own religion Respect other religions and have tolerance for other religions.	TG
Competency 5: Children will demonstrate a sense of responsibility for self and others in class, school, home and neighbourhood.	a. Manage small tasks leading to self-reliance.	p. 42 TOC Activities
	b. Take care of their own belongings and put classroom materials back in the right place after use.	TOC Activities
	c. Identify and implement small tasks leading to a sense of responsibility for school, community and public property.	TOC Activities
	d. Recognise that water, food, electricity and paper are very important resources and need to be used responsibly.	TG
	e. Recognise and practice their responsibility in keeping the environment, home, classroom and neighbourhood clean.	TOC Activities
	f. Take care of peers in class, school and neighbourhood.	TOC
Competency 6: Children will use common courtesy expressions like greetings, please, welcome, thank you, sorry, excuse me.	a. Speak politely.	pp. 72-73 TOC
	b. Take turns when speaking and respect the right of others to speak.	p. 91
	c. Respect everyone.	TOC
	d. Take initiative to greet others.	TOC
	e. Use courtesy words as per situation.	pp. 72-73 Activities
	f. Facial expression and body language should be in accordance with the greeting words.	TOC
Competency 7: Children will learn and develop a sense of citizenship.	a. Recognise the fact that rules are important/required in the classroom, school, home and community.	TOC

PERSONAL AND SOCIAL AND EMOTIONAL DEVELOPMENT	Expected Learning Outcomes	Book Reference
	b. Understand why rules are necessary and how they help us.	TG
	c. Identify some basic traffic rules (traffic lights, zebra crossing, etc).	TG
	d. Exhibit the understanding that individuals have different opinions and learn the importance of listening to others' ideas and point of view patiently.	pp. 71-80 TOC
	e. Identify their responsibilities with respect to each right (go to school regularly and do homework, take care of the play equipment and environment).	TOC Activities
Competency 8: Children will develop and demonstrate ethical and moral values such as honesty, inner accountability, social justice, empathy, compassion and respect.	a. Develop an understanding of the term kindness and the importance of being kind to others.	pp. 38-40
	b. Understand the importance of sharing and list the things they can share with others (toys/lunch).	TG
	c. Understand that mistakes are a part of learning and nothing to be ashamed of or to make fun of.	TG
	d. Develop the ability to think about and take personal accountability for actions.	TG
	e. Develop and understanding of truthfulness, honesty, fairness and trustworthiness in their actions.	TG

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
<p>LISTENING AND SPEAKING SKILLS Competency 1: Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts.</p>	<p>a. Listen attentively in small and large groups and share their views about every event and special occasions.</p>	<p>p. 71</p>
	<p>b. Respond to others in a variety of verbal and non-verbal ways for a variety of purposes, for example exchanging ideas, expressing feelings, and a variety of contexts, plan-work-clean-up-review, group work time’.</p>	<p>pp. 17, 29, 42, 55, 78</p>
	<p>c. Talk about their experiences and feelings with peers and adults by using complete sentences.</p>	<p>p. 39 TOC Activities</p>
	<p>d. Respond to and verbally express a range of feelings, such as, joy and sorrow, wonder and anger.</p>	<p>pp. 25, 44, 46, 71 Activities</p>
	<p>e. Show respect for a variety of ideas and beliefs by listening and responding appropriately.</p>	<p>pp. 19, 43, 67, 91 Activities</p>
	<p>f. Wait for their turn to speak and not interrupt when others are talking.</p>	<p>pp. 13, 41, 91</p>
	<p>g. Initiate conversations with peers and adults.</p>	<p>TOC</p>
	<p>h. Recognition of letters with their initial sounds.</p>	<p>pp. vii, 20, 23, 43, 66</p>
	<p>i. Recognise and differentiate between sounds in the environment.</p>	<p>pp. iv-v, 6, 15, 22, 27-29 TOC</p>

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	j. Understand and follow instructions.	pp. 23-24, 43, 60 TOC Activities
	k. Use correct pronunciation.	pp. 13, 28, 54, 58, 60
	l. Draw on words from enhanced vocabulary, and making new words through blending sounds.	p. v, 12, 15, 17, 60
	m. Make appropriate use of body language (eye contact, hands movements, facial expressions etc.) while speaking to the audience.	p. 17, 29
Competency 2: Children will describe objects, events and their plans for the day.	a. Name things in their environment.	pp. 52, 69-70, 73-75 Activities
	b. Describe and talk about pictures, drama, animated video etc.	pp. 22-25, 35, 37, 39-40
	c. Share their plans for the day and describe the previous or upcoming events and days.	p. iv TOC
	d. Express their ideas with clarity.	pp. 4, 10, 55 TOC Activities
	e. Extend their ideas or accounts by providing some detail about their topic and daily routine.	TG
	f. Describe a picture by using appropriate words or simple sentences.	pp. 10, 19-22, 63, 91

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
Competency 3: Children will enjoy listening to stories and poems/rhymes and make up their own stories and rhymes.	a. Retell and respond to stories, songs and rhymes by joining verbally or with actions as appropriate.	pp. 5-7, 9, 22-24, 26 TOC
	b. Recognise and differentiate between sounds in the environment.	p. 29
	c. Appreciate the concept of words, rhymes and syllables.	p. vii, 5-7, 9-11
	d. Make up their own stories and rhymes.	pp. 6, 9, 11, 49
READING SKILLS Competency 4: Children will enjoy age appropriate books and handle them carefully.	a. Hold, open and turn pages of a book with care.	Activities
	b. Enjoy skimming/scanning through age appropriate big books.	p. vii
	c. Predict the story by looking at the cover page and flipping through pages.	TG
	d. Predict what comes next in stories.	pp. 10, 39-40, 48-49
	e. Ask open ended questions about the story to support critical and logical thinking.	pp. 16, 19, 24-25 Activities
	f. Repeat simple repetitive sequences in traditional and popular children's stories.	pp. 22, 81-84
	g. Tell a simple story by looking at pictures.	pp. 46, 48-49
	h. Retell a favourite story in the correct sequence.	pp. 48-49
Competency 5: Children will understand how books are organized.	a. Differentiate between the parts of a book (the cover, the title and the end).	Activities

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	b. Understand and demonstrate the usage and significance of different parts of a book.	Activities
	c. Know that some books tell stories and others give information.	Activities
	d. Know that Urdu is read from right to left and top to bottom.	TG
	e. Know that English is read from left to right and top to bottom.	pp. v-vi
	f. Know that regional languages (where applicable) are read from right to left and top to bottom).	TG
Competency 6: Children will recognise letters and familiar words in simple texts.	a. Understand that words and pictures carry meaning.	pp. v, 15-16, 24, 37
	b. Identify and name the characters in a story.	pp. 40, 85-86, 91
	c. Recognise their names in print (Urdu & English).	p. i (cover page)
	d. Begin to recognise letters of the alphabet.	pp. iv, 50-51
	e. Identify sight words that are meaningful for them.	pp. 69-73
	f. Identify letter sounds through words that have personal meaning for them.	pp. v, 27-30
	g. Associate initial letter sounds with names of objects in their classroom environment.	pp. 16, 18, 20, 23
	h. Think of a variety of objects beginning with a single letter of the alphabet.	pp. 52, 66
WRITING SKILLS Competency 7: Children will use pictures, symbols and familiar letters and words to communicate meaning, show awareness of some (symbols, letters and words), for the different purposes of writing.	a. Make marks and scribble to communicate meaning.	pp. 2-4

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	b. Use some clearly identifiable letters in their writing to communicate meaning, representing some sounds correctly and in sequence.	pp. 32-33, 37, 42
	c. Draw pictures to communicate meaning.	pp. 40, 49, 69
	d. Hold writing tools properly to develop a comfortable and efficient pencil grip.	p. vi, 51 TOC
	e. Colour a simple picture keeping within designated space.	pp. 1, 3-4, 7, 52-53
	f. Trace, copy, draw and colour different shapes, such as circles, squares, triangles and rectangles.	pp. 1, 3-4
	g. Trace and draw vertical, horizontal and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes.	pp. 1-4
	h. Trace, copy and write the letter of Urdu alphabet.	TG
	i. Trace, copy and write the letters of the English alphabet.	pp. 50-51
	j. Trace, copy and write the letters of regional languages (where applicable).	TG
	k. Know that print carries meaning and in English, it is written from left to right, begins at the top left corner of the page and moves across and down, and words are separated by space.	p. vi
	l. Know that print carries meaning and in Urdu, it is written from right to left, begins at the top right corner of the page and moves across and down, and words are separated by space.	TG

LANGUAGE AND LITERACY	Expected Learning Outcomes	Book Reference
	m. Write their own names in English & Urdu and their native language with appropriate use of upper and lower case letters.	p. i (cover page)
	n. Write a word or a sentence while describing a picture.	pp. 14, 55-64

Note: SNC alignment tables at the end of each Teaching Guide represent the alignment of the book at that level, hence the competencies not covered in this table are all adequately represented in the other books in this series. The SNC alignment tables of English Level 1 and Level 2 are present at the end of their own respective Teaching Guides. Each book also contains value-added content which adds on to the topics recommended for teaching in the Single National Curriculum.

Notes

