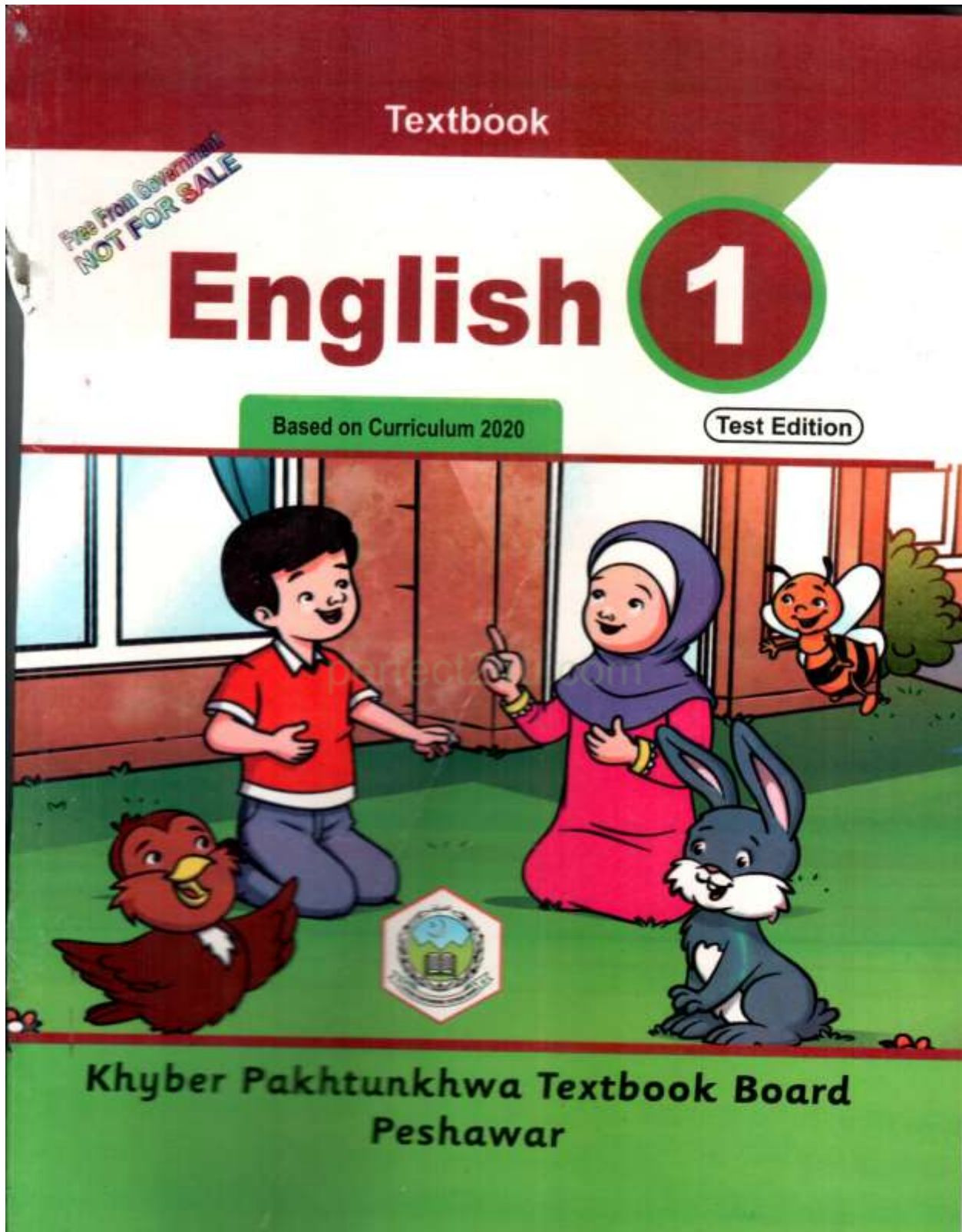
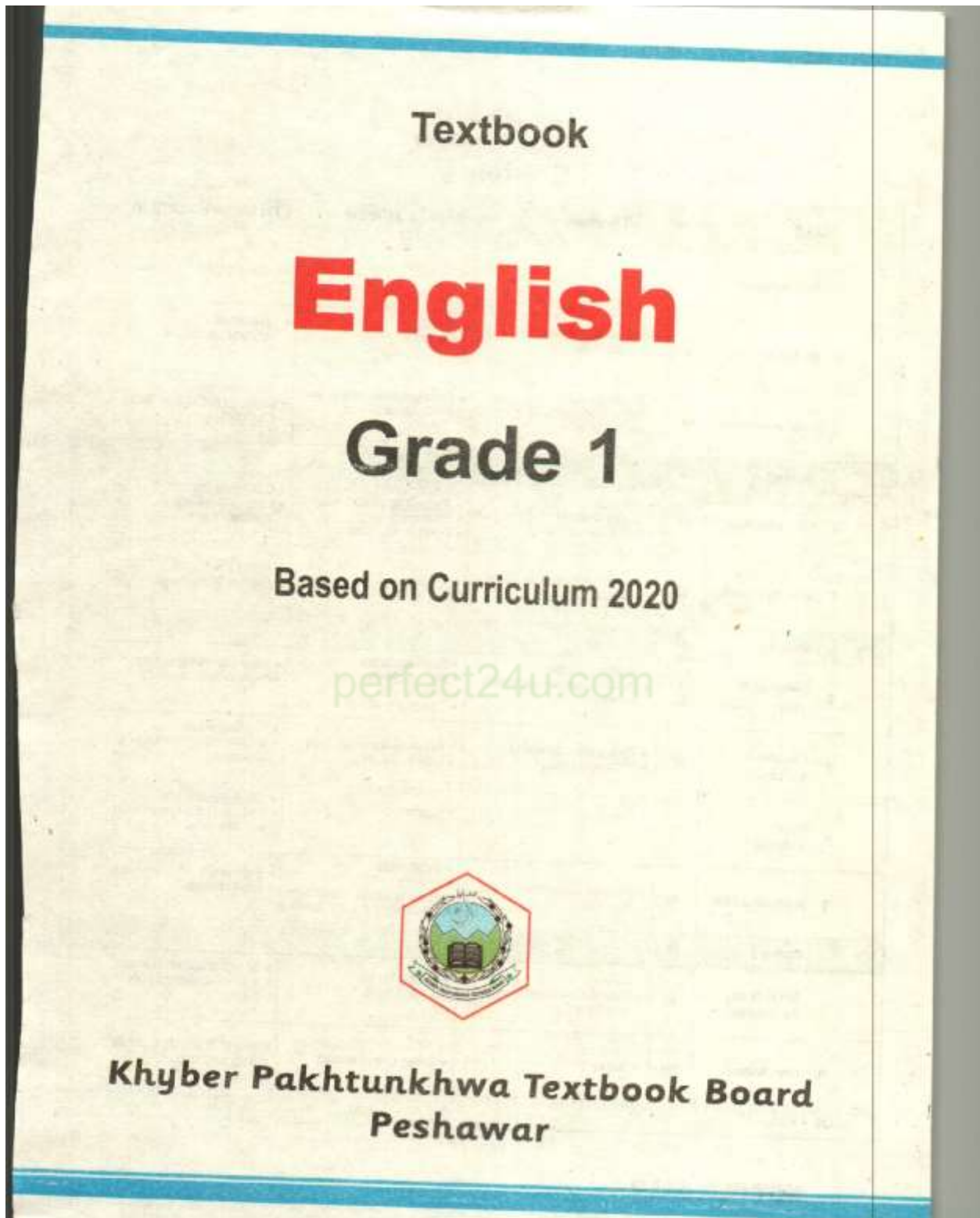


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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
 قرآن مجید کی روشنی میں

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<ul style="list-style-type: none"> <li>Questions and answers</li> <li>Digraphs</li> <li>Choose the correct answer</li> </ul>	<ul style="list-style-type: none"> <li>Word meanings</li> <li>Rhyming words</li> <li>Colours, Shapes</li> <li>Sight words</li> </ul>	<ul style="list-style-type: none"> <li>Masculine and feminine</li> <li>These and those</li> <li>Articles</li> </ul>	<ul style="list-style-type: none"> <li>Write naming and action words</li> </ul>
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## About the Book



Learning outcomes provide key learning expectations.



Each unit revolves around a social/ethical theme and content for the development of four language skills.

Text is organised around the theme of the unit. Pictures aid in better understanding of the text.



It provides information about the concept being taught.

Each unit is divided into four major sections. These sections collectively develop spelling and other language skills: reading, writing, listening and speaking.

Teaching points make teaching more effective and skilful.



Review pages have been provided throughout the book to assess students' learning.

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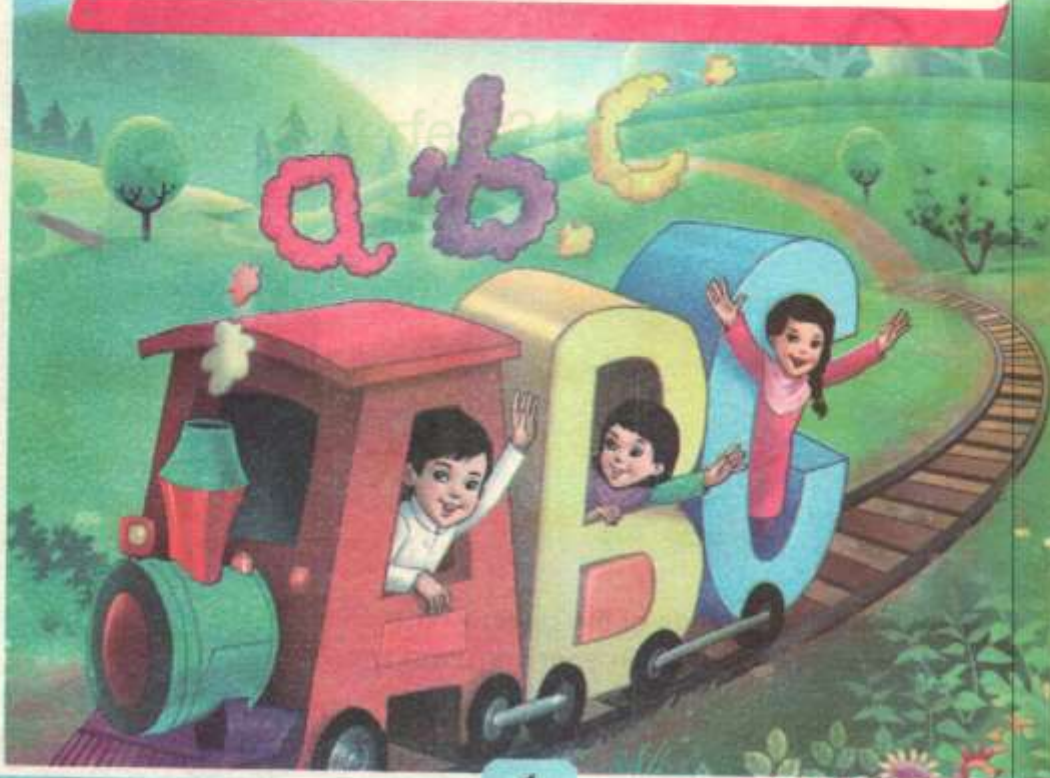
## Unit 1

# Time to Recall

### Learning Outcomes

After completing this unit, students will be able to:

- articulate the sounds of letters of the alphabet in series and in random order.
- hold a pencil correctly.
- trace and draw vertical, horizontal, slanted, curved lines forwards and backwards.
- trace and draw circles and curves.
- colour within lines and create simple patterns.
- recognise that English is written from left to right.
- trace and write small and capital letters following appropriate writing models of regular shape and size.
- write small and capital letters in series and in random order.
- take dictation of the alphabet.
- recognise individual sounds in a word, e.g. /p/, /l/, /n/ in, pin.



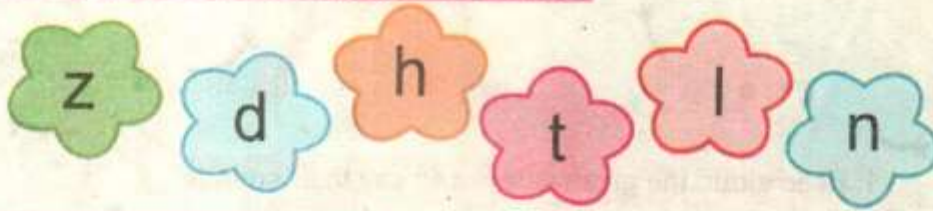




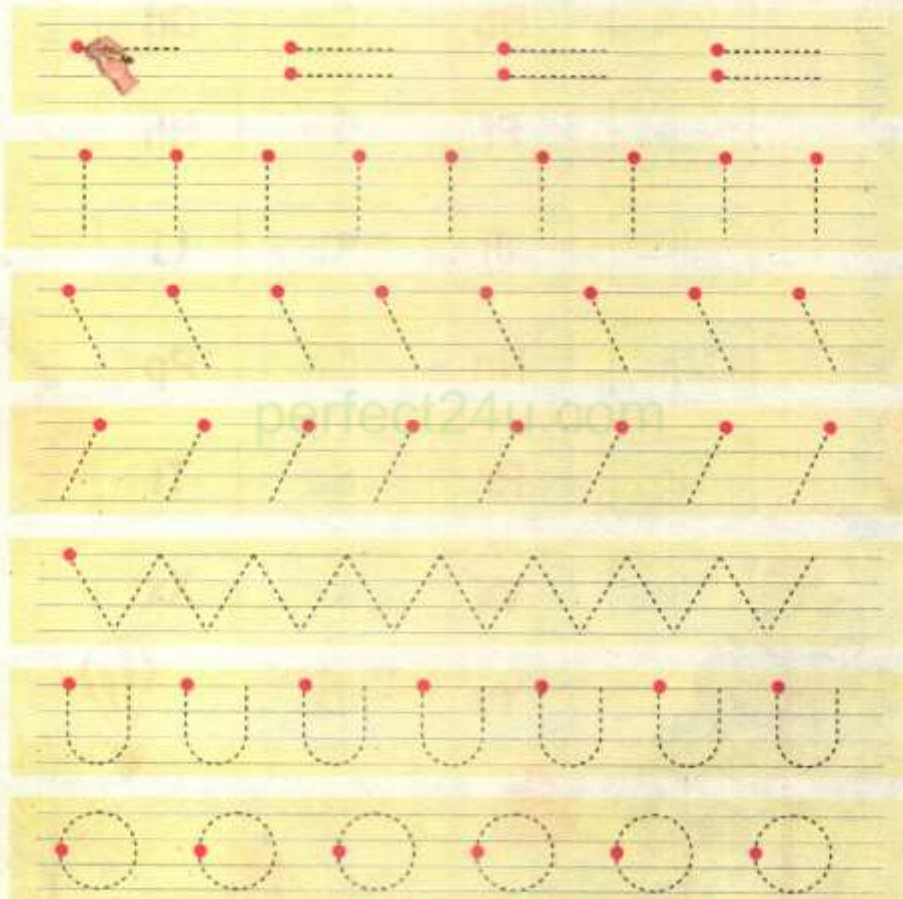




2. Say the sounds of the given letters.

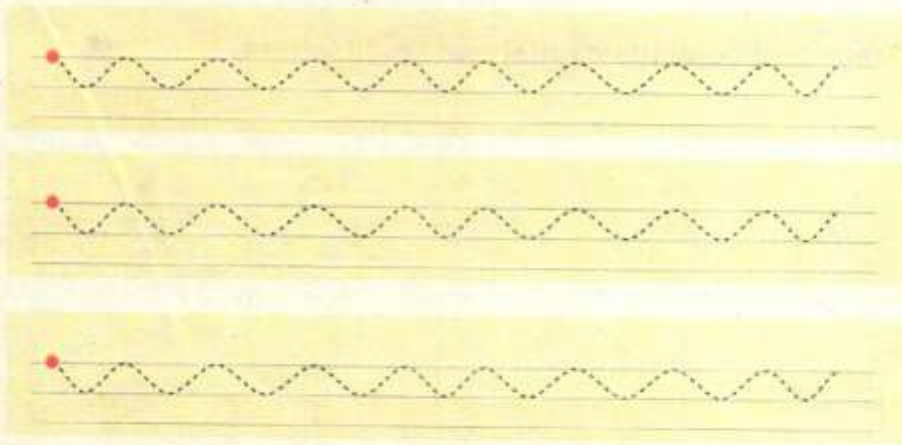


3. Trace the given lines.

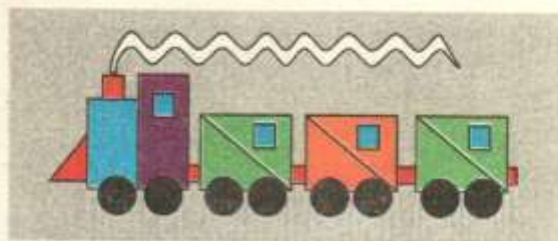
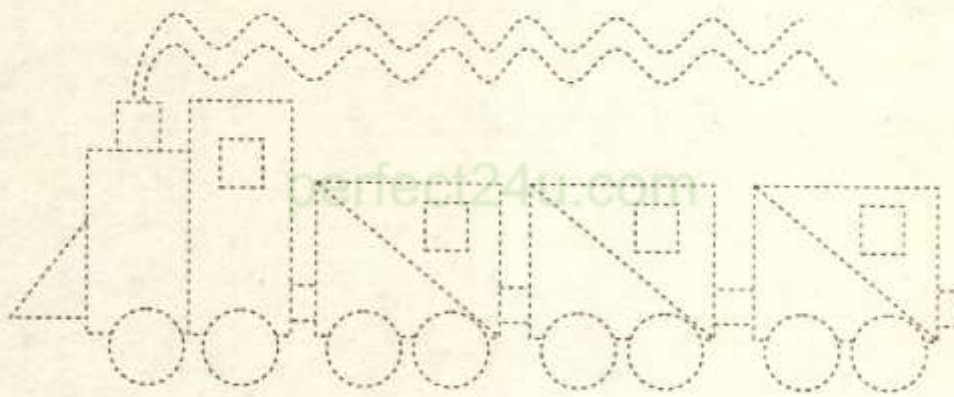


Pronounce the sounds of the given letters aloud and encourage students to pronounce the sounds themselves. Guide students by showing them how to hold their pencils correctly. Tell them to start with the dot.

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4. Trace and colour the given picture below.



Help students in tracing and colouring if need be. Encourage them to colour within the designated space. Share the names of different lines (vertical, horizontal, etc) with them. Encourage them to draw different lines and patterns in their notebooks.



5. Trace and copy the capital and small letters.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz



Tell students that the alphabet is a set of letters. We can write each letter of the alphabet as a small letter or as a capital letter. Encourage them to trace the small and the capital letters. Guide them to write on four lines. Ask them to say each letter sound while tracing it. Tell them that we always write English from left to right.

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6. Write capital letters in alphabetical order.

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7. Write the letters which come before or after each given letter.



Encourage students to write the alphabet themselves. Ask them to space letters evenly. Guide them to write properly on the lines. Ask them to write the small letters in alphabetical order in their notebooks. Encourage them to read the given letters and write the letter which comes before or after each given letter.



## Dictation

8. Write the letters of the pronounced sounds.



9. Trace and copy the given words. [perfect24u.com](http://perfect24u.com)

sun

ant

pan

rat

jug

hen



Dictate the different sounds of letters to students. Guide them to follow the correct letter formation while writing. Explain the concept of three-letter words. Tell them that letters combine to make words. Read aloud each word, ask them to trace and copy the words. Encourage them to write on the lines.

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## Unit 2

# My Family and I

### Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while-reading) to use pictures or rebus in texts to increase their understanding.
- pronounce and match the initial sounds of common words depicted in pictures with corresponding letters.
- recognise individual sounds in a word, e.g. /p/, /i/, /n/ in pin, etc.
- respond to text (post-reading) to express understanding of the story through pantomime.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to introduce themselves.
- point out/name some common objects in a picture or an illustration.
- describe them in a word or two, or a sentence.
- spell simple one/two-syllable words.
- recognise the different categories of some: numbers in words etc.
- trace and copy familiar words learnt in class.
- provide the missing letter in simple one/two-syllable words.
- recall and match common naming words with pictures from the immediate environment.
- recognise and use substitution words as subjective case: I, we, you, he, she, it and they.
- copy and write simple one-syllable words with correct spelling. Leave a regular space between words.







## Getting Started

Look at the picture and answer the questions orally.



## Let's Talk

- What is written on the banner?
- How are they feeling?
- Do you share your birthday gifts with your siblings?
- What is the shape of the cake?
- How many bottles are there on the table?

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## My Family and I

### Pre-reading

- Look at the pictures and the title of the lesson to guess what you will study in this lesson.

My name is Saad. Mother calls me 'sadi'. I am six years old. I read in class one. I play football with my friends. I help my grandpa in watering plants. I want to be a teacher like my father.

My family lives in a small village. I have two brothers and a sister. They are nice and kind to me. My mother cooks yummy dishes for us. My father helps us with our homework. I take dinner with my family. My granny tells us bedtime stories. I love my family very much.

### While-reading

What Saad wants to be ?



### Post-reading

- Make a list of Saad's family members.
- What kind of stories do you like?



Model the text by reading with correct pronunciation and intonation. Ask students to tell the class about themselves and their families. Encourage them to answer the given questions orally.





## A) Oral Communication

### 1. Learning the Sounds

#### Letter Sounds

i. Match the pictures with the letter sounds.



a  
u  
v  
j  
e  
s



ii. Read the given words and notice how the different letters have different sounds in a word.



f a n fan



c u p cup



p i n pin



b o x box



n e t net



c a t cat

### 2. Learning to Speak

i. Read and practise the given dialogue.

Assalaamu Alaikum!  
I am Mariam.  
How are you?



Wa Alaikum Assalaam!  
I am Sara.  
I am fine. Thank you!



A1 (i) Tell students that the initial sound is the beginning sound of a word. Encourage them to match the pictures with the letter sounds. A2 (i) Get students into pairs and ask them to greet and introduce each other.

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ii. Read the dialogue on the previous page and practise introducing yourself in the class.



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- Where does Saad live?
- Who tells Saad bed time stories?
- What does Saad like to play?

ii. Fill in the blanks using the given word bank.

green      orange      like

- This is an \_\_\_\_\_.
- Its leaves are \_\_\_\_\_.
- I \_\_\_\_\_ it.



iii. Read the lesson again and fill in the blanks with the correct options.

- Saad is \_\_\_\_\_ years old.  
a) four      b) five      c) six      d) seven
- Saad has \_\_\_\_\_ family members.  
a) six      b) seven      c) eight      d) nine



B (i) Ask students to read the questions and answer them orally. B (ii) Ask students if they like oranges. Tell them that oranges are good for health. Ask them to tell the names of their favourite fruits.



- \_\_\_\_\_ helps Saad in his homework.

a) Father      b) Mother      c) Brother      d) Sister

- Saad's \_\_\_\_\_ tells him a bedtime story.

a) Sister      b) Father      c) Mother      d) Granny



### C) Language Focus





#### 1: Vocabulary Building

- i. Read the given words with their meanings.

study	to learn by reading or attending school
complete	to finish a task
yummy	pleasing to taste
siblings	brothers and sisters

#### Number Words

- ii. Read the given numbers in words.

one 	two 	three 	four 	five 
six 	seven 	eight 	nine 	ten 

- iii. Read the unit again. Circle the numbers you find in the text.

one

two

four

six

eight

ten



C1 (i) Ask students to learn vocabulary with their meanings and try to use them in their daily conversations. C1 (ii) Ask students to count different things present in the classroom.

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iv. Read the words below and learn their spelling. Also trace and copy them.

study	lunch	play	school	mother
study	lunch	play	school	mother

v. Fill in the missing letters to complete the words.

Sh__e	st__ry	__ister
e__t	tr__in	

### Read Me

One-syllable words cannot be divided into parts and are pronounced in one go, for example cat, book, etc.

Two-syllable words are pronounced in two parts together, for example broth.er, eve.ning, etc.

## 2. Learning to Spell

i. Read the given sight words.

to	and	he	you	I	the
----	-----	----	-----	---	-----

ii. Write each sight word in the shape box that fits. The first one has been done for you.

t h e					
-------	--	--	--	--	--



C1 (iv) Ask students to read the given words with correct pronunciation, then trace and copy them properly. C1 (v) Tell them that a syllable is a word or part of a word that is pronounced as a single sound.



iii. Circle the correct spelling in each row.

paly	play	playy
clock	cloock	clcok
terain	trrain	train
story	stoory	storry
brothar	beother	brother

### 3. Grammar

#### Nouns (Naming Words)

i. Read the given sentences and notice the use of naming words.

- My name is **Saad**.
- I like **oranges**.
- I live in a **village**.

#### Read Me

**Naming words** are the names of people, animals, places and things, for example girl, book, pen, duck, etc.

ii. Match the given nouns with their pictures.



boy

cow

ball

elephant

banana

girl



C3 (i) Tell students that nouns are also called naming words. Ask them to read the unit again and share three nouns.

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## Pronouns (Substitution Words)

iii. Look at the pictures and read the given pronouns.



I am **Umar**.  
I am a boy.

Hi, **Sara**!  
**You** look nice.



**Read Me**  
Words that take the place of nouns are **pronouns**, for example I, you, he, she, we, they, it.



Mithu is a **parrot**.  
**It** is green.

**Hira** and **I** are friends.  
**We** are in class one.



**Haris** is a boy.  
**He** is my brother.

**Samita** and **Asma** are girls.  
**They** are sisters.



**Sidra** is a girl.  
**She** is my friend.



iv. Fill in the blanks with the correct pronouns.

- |  |   |
|--|---|
| 1. ____ is a girl. (i. She ii. He)     | 2. ____ are a student. (i. It ii. You)  |
| 3. ____ is a good boy. (i. He ii. She) | 4. ____ are in class one. (i. I ii. We) |
| 5. ____ am a teacher. (i. You ii. I)   | 6. ____ is a rabbit. (i. It ii. They)   |

### Punctuation

#### Full stop (.), Comma (,) and Question mark (?)

**Full Stop (.)**: A full stop (.) or period is primarily used to mark the end of a sentence.  
I am Umar. I am a boy.

**Comma (,)**: Comma (,) is used to mark separation in sentence, for example: I want to buy a pencil, a sharpener, an eraser and a notebook.

**Question Mark (?)**: Question mark (?) is used at the end of questions, for example:  
Are you Saad? Who are you?

#### Activity

Put full stop (.), comma (,) or question mark (?) in the following sentences.

- |  |  |
|--|--|
| 1. Rashid likes bananas                              | 2. Sara is in Grade 1                      |
| 3. I am going to market                              | 4. Are you going to Super Market           |
| 5. do you like potatoes                              | 6. My teacher is a kind tall and thin lady |
| 7. Baba bought me candies chocolates and jelly beans |  |



C3 (iii) Tell students that pronouns are also called substitution words.





## D) Writing

### 1. Learning to Write

i. Read and copy the given one-syllable words.

sun \_\_\_\_\_

van \_\_\_\_\_

hat \_\_\_\_\_

jug \_\_\_\_\_

cup \_\_\_\_\_

log \_\_\_\_\_

ii. Read the given passage and find five one-syllable words. Write them in the boxes provided.

{ I am Saad. I have a pet cat. Its name is Tom. It sits on a big mat. It likes to play with a red ball. It loves to drink milk. }

### 2. Creative Writing

Interview one of your friends and fill in the following information about him/her.

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Class: \_\_\_\_\_

Father's name: \_\_\_\_\_

Mother's name: \_\_\_\_\_

Favourite toy: \_\_\_\_\_



D1 (I) Ask students find five one-syllable words in the unit and copy them in their notebooks. D2 (Role play) Get students into pairs and ask them to interview each other. Help them while taking interviews from their friends. Instruct them to write the correct spelling and space words evenly.

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### Unit 3

## Cobbler, Cobbler ...

### Learning Outcomes

After completing this unit, you will be able to:

- recite short poems or nursery rhymes with actions.
- respond to the text (post reading) to express likes/dislikes about the poem.
- recognise and identify consonants and vowels in the English alphabet using common consonant blends (/bl/, /cl/, /br/ and /dr/).
- articulate, recognise and use some formulaic expressions to offer and respond to basic routine greetings, express and offer a few basic social courtesies.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to recite poems.
- recognise and produce individual sounds, and blend the individual.
- identify naming words and action words.
- read common naming words and action words and match with pictures.
- articulate and identify simple rhyming words in a text.
- use naming words in their speech and writing.
- recognise and use substitution words as subjective case: I, we, you, he, she, it and they.
- trace and write simple sentences leaving space between words using correct capitalisation, punctuation and spelling.







## Getting Started

Look at the given pictures. Can you tell who these people are?



## Let's Talk

- Who helps you in your studies?
- What does a doctor do?
- Where do you see a policeman?
- Think and tell the names of any two professions.


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## Cobbler Cobbler, Mend My Shoe

**Pre-reading**

- Look at the given picture and tell what the poem can be about.
- Have you ever seen a cobbler in your town?




Cobbler, Cobbler, mend my shoe.  
Get it done by half past two.

Half past two is much too late!  
Get it done by half past eight.

Stitch it up and stitch it down.  
And I'll give you half a crown.


**While-reading**

I went to the cobbler  
to mend my

  
\_\_\_\_\_

**Post-reading**

- What does a cobbler do?
- Did you like the poem 'Cobbler, Cobbler, Mend My Shoe'?

 Model the poem by reading with correct pronunciation and intonation. Discuss different professions with students. Ask them to tell what they want to be when they grow up.

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## A) Oral Communication

### 1. Learning the Sounds

#### Consonant Blends

i. Read these words aloud with the given consonant blends.

cl	class	clap	clip
bl	black	blind	blue
dr	dry	drink	dream
br	brown	branch	broom

#### Read Me

A **consonant blend** is a group of two or three consonants in a word. Each consonant keeps its own sound in the word.

ii. Fill in the blanks with 'cl', 'bl', 'dr' or 'br'.



\_\_ead



\_\_ock



\_\_um



\_\_ock

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Ayan:** Assalaamu Alaikum!/ Hello! How are you?

**Sana:** Wa Alaikum Assalaam!/ Hi! I am fine. Thank you!

**Ayan:** Could I please have your crayons?

**Sana:** Sure. Here they are.

**Ayan:** Thank you very much!

**Sana:** You are welcome!



A1 (i) Explain to students consonant blends. Encourage them to share more examples using each blend. Also explain that each letter has its individual sound when we make a blend of these letters. A2 (i) Ask them to role-play the dialogue given above.

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ii. Practise the dialogue in class using the routine greetings and social courtesies.



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- Why did the boy go to the cobbler?
- Find and write the pairs of rhyming words in the poem.
- How many times did the boy go to the cobbler?

ii. Read the given naming words and action words.

Naming Words	Action Words
cobbler	mend
park	play
duck	swim
book	read

#### Read Me

**Naming words** are the names of people, places, animals or things, for example Haris, school, chair, table, etc. **Action words** express actions, for example run, drink, read, etc.

iii. Look at the given pictures and match them with their names.



car

house

rabbit

girl



B (i) Ask students to answer the questions orally. B (ii) Have them recall 'naming words' and 'action words'. Encourage them to share more examples from their surroundings.



iv. Read the action words and match them with the given pictures.



cook



drink



read



brush

v. Fill in the blanks using the given word bank.

- Cobbler, cobbler, mend my \_\_\_\_\_.
- Stitch it up and stitch it \_\_\_\_\_.
- Half past \_\_\_\_\_ is much too late!
- Get it done by half past \_\_\_\_\_.
- And I'll give you half a \_\_\_\_\_.

eight  
down  
crown  
shoe  
two



### C) Language Focus

#### 1. Vocabulary Building

i. Read the given words with their meanings.

cobbler	a person who repairs shoes
mend	to fix
stitch	to sew
crown	coin, money



B (iv) Ask students to match the pictures with their action words. C1 (i) Ask students to learn the vocabulary with meanings and try to use new words in their daily conversations.

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## Rhyming Words

ii. Read the given rhyming words.



### Read Me

Rhyming words have the same ending sounds.

iii. Match the rhyming words.

cook

blow

late

book

grow

eight

## 2. Learning to Spell

i. Read the given sight words.

it

of

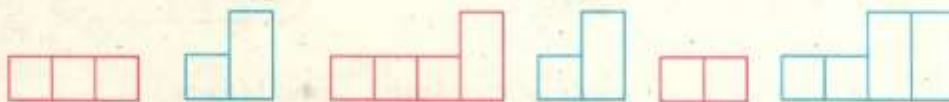
in

was

said

with

ii. Write each sight word in the shape box that fits.



iii. Fill in the missing letters to complete the words.

c\_\_bber

\_\_end

eig\_\_t

st\_\_tch

cro\_\_n



C1 (ii) Explain to students the concept of rhyming words by giving examples on the board. Encourage them to share more examples.



### 3. Grammar

#### Nouns (Naming Words)

i. Fill in the blanks with naming words. Look at the given pictures for help.

- She is a \_\_\_\_\_.
- Sajid has a pet \_\_\_\_\_.
- Maha has two \_\_\_\_\_.



#### Pronouns (Substitution Words)

ii. Rearrange the given sentences correctly and circle the pronouns in them.

Example: water drink I    ① drink water.

- am I cobbler a \_\_\_\_\_
- a teacher are you \_\_\_\_\_
- cricket we play \_\_\_\_\_
- a doctor he is \_\_\_\_\_
- are standing they \_\_\_\_\_

#### Capitalisation

v. Read the given sentences.

- I love my parents.
- Winter is my favourite season.
- The clouds are dark.

#### Read Me

We always capitalise the first letter of the first word of a sentence.

vi. Rewrite the given sentences using capital letters.

- it is very hot today. \_\_\_\_\_
- a cool breeze is blowing. \_\_\_\_\_
- uzma has beautiful eyes. \_\_\_\_\_
- the children like to play in the garden. \_\_\_\_\_



C3 (ii) Have students recall pronouns. Encourage them to rearrange the sentences and circle the pronouns.

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## D) Writing

### 1. Learning to Write

Trace the following sentences and copy them on the given lines.

- I am a boy/girl.

I am a boy/girl.

- I love my country.

I love my country.

- I am a student.

I am a student.

- I go to school every day.

I go to school every day.

### 2. Creative Writing

Complete the given sentences.

- A person who mends shoes is a \_\_\_\_\_.
- A person who teaches is a \_\_\_\_\_.
- A person who treats ill people is a \_\_\_\_\_.
- A person who works in a garden is a \_\_\_\_\_.



D1 Help students in tracing and copying the given sentences. Tell them that we begin a sentence with a capital letter and put a full stop at the end. Ask them to space words evenly and pay special attention to their spelling while copying the sentences.



## Review - 1



### A) Oral Communication

#### 1. Learning the Sounds

Pronounce the given words and underline the consonant blends.

brick

block

drop

blue

dream

class

brain

clock

Look at the given pictures and circle the initial letter sounds.



c b



k m



s z



### B) Reading and Critical Thinking

#### Reading Comprehension

Answer the given questions.

- How many brothers and sister do you have?
- What are three things that you do in your school?
- When do you get up in the morning?



A1 Arrange a role-play in class and ask students say some sentences about themselves and their families.

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Read the given sentences. Underline the nouns and circle the action words.

- The boy goes to school.
- I love my country.
- Granny tells us stories.
- I play with my brothers.
- The rabbit jumps.



### C) Language Focus



#### 1. Vocabulary Building

Read the given words and write their meanings.

cobbler	
complete	
stitch	

Write names for the given pictures.





Tick (✓) and write the correct pronouns to fill in the blanks.

- Hira and Asma are playing.  
\_\_\_\_\_ are good friends. (He, They)



- Vicky is a boy. \_\_\_\_\_ is a good student. (He, She)



- Hi, Rita! \_\_\_\_\_ look happy. (They, You)



## D) Writing

### 1. Learning to Write

I. Complete the given sentences on 'WHAT YOU WOULD LIKE TO BE WHEN YOU GROW UP'.

I would like to be \_\_\_\_\_.

I will \_\_\_\_\_.

\_\_\_\_\_ help \_\_\_\_\_.

ii. Write one-syllable words in the box below.

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## Unit 4

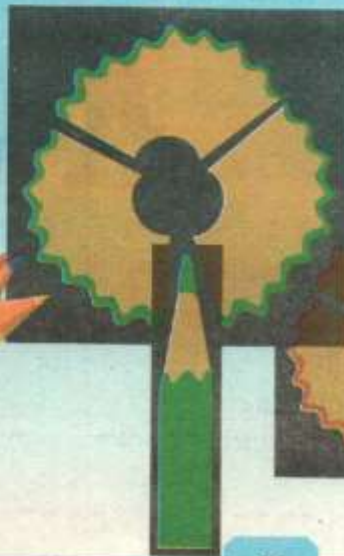
# Let's have Fun!

### Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with a text and use reading strategies (while reading) to guess what follows in a story.
- respond to the text (post reading) to express likes/dislikes about the story.
- recognise and pronounce some common consonant digraphs in initial position (/th/, /ph/, /ch/).
- articulate, recognise and use some formulaic expressions to listen and respond to a few commands.
- identify initial consonant clusters.
- articulate, recognise and use some common phrases and formulaic expressions to offer and respond to basic routine greetings/courtesies.
- recognise and change the number of simple naming words by adding or removing "s" (singular/plural).
- recognise and use words that point to something; this, that
- identify 'a' or 'an' as articles.
- write appropriate naming and action word(s) to identify an object or an action in a picture.
- show a series of actions in a picture by writing action verbs.
- construct simple sentences of three/four words using correct capitalisation, punctuation and spelling.

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## Getting Started

We all do little things at home, school or in the classroom. We have some chores to do. Look at the pictures below. All kids like doing their favourite activities. They enjoy these activities.



## Let's Talk

- What is your favourite activity?
- Do you enjoy working with others?
- Are you fond of reading? What kind of books do you like to read?

## Let's have Fun!

### Pre-reading

- Do you help your family members?
- Have you ever made any paper craft at home?

Huma is a good girl. She likes helping others. Today, she is helping her sister Hina. They are making flowers with pencil shavings. Let's read how they do it.

### Things We Need:

- lead pencil
- sharpener
- colour pencils
- glue
- paper



She asks her sister to follow the given steps.

### Method:

1. Sharpen the colour pencils.
2. Collect the pencil shavings.
3. Take a piece of paper and draw small flowers on it with a lead pencil.
4. Paste the pencil shavings on the flowers with glue.

### While-reading

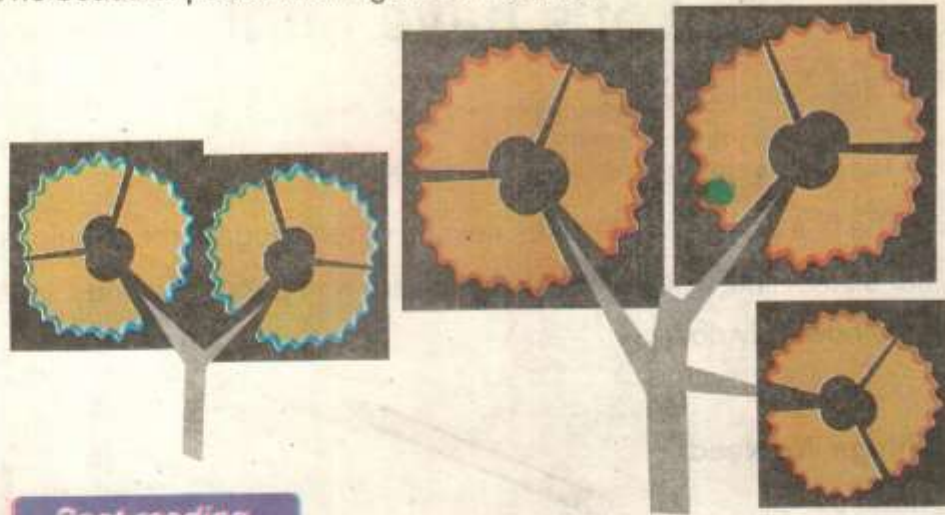
What can be the next step after step 2?



Model the text by reading with correct pronunciation and intonation. Tell students that we should help others and respect our elders. Tell them that it is a procedure. A procedure is a way to do something in sequence.



The beautiful pencil shavings look like this!



### Post-reading

- Is it good to help others? Why?
- Would you like to make your own artwork? What things will you use?



## A) Oral Communication

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### 1. Learning the Sounds

#### Consonant Digraph

i. Read these words with digraphs in initial position.

ch	ph	th
child	phone	think
check	photo	they
chart	phonics	thumb

#### Read Me

A **digraph** is a group of two consonants that makes a single sound.





**Teaching Point** A1 (i) Write a word with a consonant digraph, for example 'three,' on the board. First pronounce the sounds of individual letters, then underline the digraph 'th' and pronounce its sound. Ask students to notice that these two letters make one sound.


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## 2. Learning to Speak

i. Read the polite commands and practise the given dialogues.

 Fahad, please go and change your clothes.

 Yes! Mother.

 Meesha, kindly go and wash your hands with soap.

 Yes! Father.

ii. (Group Work) Discuss the ways to keep ourselves clean.



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- Who did Huma help in making pencil shaving artwork?
- What did they do before collecting the pencil shavings?
- Name any two things we need to make pencil shaving artwork.



A2 (i) Get students into pairs and ask them to practise the dialogues above to listen and respond to commands. B (i) Encourage them to comprehend the given questions and come up with their answers orally.



ii. Read these words with consonant clusters.

bl	cl	br	dr
blend	clean	brain	dry
blank	clap	broom	drink

Read Me

Two consonants can blend together to make a particular sound.

iii. Underline the consonant clusters in the given words.

blink	draw	climb
close	bring	dress
brown	black	blew

iv. Read the lesson again and fill in the blanks with the correct options.

- We use 'scissors' for cutting \_\_\_\_\_.  
a) wood      b) fruits      c) pencil      d) paper
- She is helping her \_\_\_\_\_ to make pencil shaving artwork.  
a) sister      b) brother      c) friend      d) cousin
- They need \_\_\_\_\_ things to complete their artwork.  
a) two      b) five      c) seven      d) ten
- Hina draws some \_\_\_\_\_ on paper.  
a) leaves      b) lines      c) circles      d) flowers



B (ii) Write examples of consonant blends/cluster on the board and ask students to pronounce them accurately. B (iv) Encourage them to read the lesson again and fill in the blanks with the correct answers.

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## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

collect	to gather something
draw	to make pictures.
paste	to stick something
sharpen	to make something sharper; to become sharper

### Greeting and Courtesy Words

ii. Read and practise the given dialogue.

Alex: **Good morning!** How are you?

David: **Good morning,** Alex. I am fine. **Thank you.**

Alex: Do you have extra colour pencils?

David: Yes. Here they are. We can share these.

Alex: **Thank you very much**

David: **You are welcome.**

### 2. Learning to Spell

i. Read the given sight words.

had

but

they

that

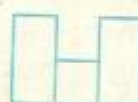
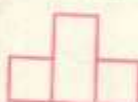
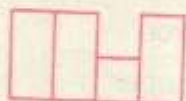
for

on

she

his

ii. Write each sight word in the shape box that fits.



C1 (i) Ask students to memorise the vocabulary with meanings. Ask them to use these words in their daily conversation. C1 (ii) (Role play) Get students into pairs. Ask each pair to practise the dialogue given above.











ii. Circle the correct spelling in each row.

respect	rispect	respekt
cullect	collect	collact
flower	flover	flower
lead	lade	leed
glu	glue	gloe

### 3. Grammar

#### Singular and Plural Nouns

i. Read the following.

Singular	Plural
pencil 	pencils 
chair 	chairs 
flower 	flowers 
hat 	hats 

#### Read Me

A **singular noun** names one person, animal, place or thing.

A **plural noun** names two or more persons, animals, places or things. We add -s to form a plural noun.

ii. Write the plurals of the given singular nouns.

Singular	Plural	Singular	Plural
cup		boat	
pencil		tree	
colour		paper	



C3 (i) Show flash cards of some nouns and ask students to tell their names and make plurals. Also ask them to give you more examples of singular and plural nouns.

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## 'This' and 'That'

iii. Circle the correct pointing words (this and that) by looking at the pictures.

- This/That is an orange.



- This/That is a table.



- This/That is a clock.



- This/That is a car.



### Read Me

We use **'this'** to talk about people or things near us.  
We use **'that'** to talk about things that are far from us.

## Articles 'a' or 'an'

iv. Read the words with 'a' or 'an'.

a pencil

an egg

a book

an apple

a girl

an axe

### Read Me

If a noun begins with a consonant sound, we use **'a'** before it. If a noun begins with a vowel sound, we use **'an'** before it.

v. Write 'a' or 'an' before the given words.

\_\_\_ orange

\_\_\_ lamp

\_\_\_ umbrella

\_\_\_ horse

\_\_\_ ant

\_\_\_ cat



C3 (iii) Share more examples of 'this' and 'that' from surrounding of classroom. C3 (iv) Explain students the use of 'a' and 'an'. Encourage them to share more examples.





## D) Writing

### 1. Learning to Write

i. Write one naming word and one action word each for the given pictures.



ii. Look at the given picture. How many actions do you see in it? Write any three action words.



Action Words

iii. Write five sentences on your daily routine using correct capitalisation, punctuation and spelling.



D1 (i,ii) Have students recall the concept of naming words and action words by giving different examples. Encourage them to look at the given pictures and write naming words and action words. Help them if need be. D1 (iii) Brainstorm vocabulary related to the daily routine on the board. Let students write on their own.

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## 2. Writing

i. Read the steps and write numbers in the boxes to show the correct order of making lemonade.

- Add 1 tbsp. of sugar and a pinch of salt in it.
- Add three ice cubes in it and mix well.
- Squeeze a lemon in the glass of water.
- Take a glass of water at room temperature.



ii. Now write the steps below in the correct order to show the sequence.



D2 (i) Ask students to read the steps of making lemonade and number them to show the correct order. Tell students 'tbsp.' stands for 'Tablespoon', normally used in recipes. D2 (ii) Encourage them to write the steps taking help from the pictures.



## Unit 5

# Sharing is Caring

### Learning Outcomes

After completing this unit, you will be able to:

- recite short poems or nursery rhymes with actions.
- respond to the text (post reading) to express understanding of the poem.
- articulate, recognise and use some formulaic expressions to express limited needs.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to recite poems.
- pronounce and match spoken words with the written words.
- recognise that as letters of words change, so do the sounds.
- identify digraphs in initial and final position in a word.
- articulate and identify simple rhyming words in text.
- recognise the different categories of some colours, shapes and sizes.
- identify gender of naming words from the immediate environment (masculine/feminine).
- use words that point to something: these, those.
- choose between 'a' or 'an'.
- write appropriate naming and action words (s) to identify an object or an action in a picture.
- show a series of actions in a picture by writing action verbs.



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## Getting Started

Look at the picture. What is happening? The people are taking care of each other. When we live together, we help each other and share our things. We need to be kind to each other and forgive each other's mistakes.



## Let's Talk

- How do you care for your family and friends?
- Would you like to help someone in need? Why?
- Have you ever given your favourite toy to one of your friends? Why?



## Let Others Share

**Pre-reading**

- Look at the given picture and tell what the poem is about.
- Do you share your things with your siblings?

Let others share your toys, my son,  
Do not insist on all the fun.  
For if you don't it's certain that  
You'll grow to be an adult brat.

**Edward Anthony**

**While-reading**

Do you share your things with your classmates?



**Post-reading**

- How many rhyming words are there in the poem?
- Have you ever shared your lunch box with your classmates?

**TEACHING POINT**

Model the poem by reading with correct pronunciation and intonation. Help and encourage students to recite the poem. Tell them that sharing things is a good habit. We should share our things with others.

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## A) Oral Communication

### 1. Learning the Sounds

i. Read the given words. Colour the words yellow you have read in the poem.

brat

found

adult

sky

toy

#### Initial Sounds

ii. Read and say the given words.

run

hat

ten

gun

cat

hen

fun

mat

pen

#### Read Me

We can make new words by changing the first letter of some words.

### 2. Learning to Speak

i. Read and practise the given dialogue.

1. Father, please buy me some snacks?

2. Yes, sure!

3. Thank you, father!

4. You are welcome.

ii. Talk to your parents and express your needs using the expressions you have learnt above.



A2 (I) (Role-play) Get students into pairs and ask them to express their needs to each other. Choose a pair of students and ask them to role-play the dialogue above.





## B) Reading and Critical Thinking

### Reading Comprehension

#### i. Answer these questions.

- Is sharing a good habit? Do you practise it?
- Would you like to share your things with your friends? Why?
- What do you like to share with your friends?

#### Digraphs

#### ii. Read these words with digraphs in initial and final positions.

ch	
Initial	Final
chips	much
chick	each

sh	
Initial	Final
ship	fish
shape	wish

ph	
Initial	Final
photo	graph
phase	digraph

th	
Initial	Final
thick	bath
thank	math

#### iii. Read the lesson again and fill in the blanks with the correct options.

- The poem is written by \_\_\_\_\_.
- a) Edward Anthony      b) Ryan Gibbs  
 c) William Wordsworth      d) Robert Frost



B (ii) Explain to students that digraphs are groups of two letters that make a single sound. Encourage them to share two more examples with each digraph above.

- The correct rhyming word for 'fun' is \_\_\_\_\_.  
a) 'fur'                      b) 'but'                      c) 'fed'                      d) 'son'
- Complete the line, "You'll grow to be an/a \_\_\_\_\_ brat."  
a) older                      b) elder                      c) young                      d) adult



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

insist	to demand that something happen
certain	having no doubts
brat	a child who behaves badly

### Rhyming Words

ii. Read the given rhyming words.

son    fun    rain    train    that    brat

#### Read Me

Rhyming words have the same ending sounds.

iii. Circle the word in each row that rhymes with the given word.

well	fair	red	smell
lack	dove	rack	hat
float	coat	shell	fight

### Colours

iv. Read and say the names of the colours.



red



green



blue



yellow



brown



C1 (i) Ask students to memorise the vocabulary with meanings. Ask them to use these words in their daily conversation. C1 (ii) Have them recall rhyming words by giving examples.



## Shapes

v. Read and say the names of the shapes.



square



circle



triangle

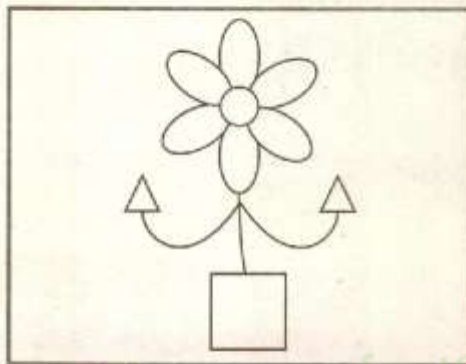


rectangle



oval

vi. Colour the parts of the flower following the given key.



brown



green



yellow



red

## 2. Learning to Spell

i. Read the given sight words and write them in the shape boxes that fit.

is

up

all

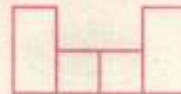
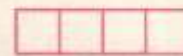
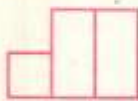
look

her

there

be

some



C1 (v) Tell students the names of the given shapes. Ask them to point out some of the shapes in their classroom, e.g. door is a rectangle, table is square, etc. Then show some objects to them and ask them what shape they are.

ii. Fill in the missing letters to complete the words.

in\_\_ist

\_\_ertain

ad\_\_lt

br\_\_t

gro\_\_

### 3. Grammar

#### Masculine and Feminine

i. Read the following.

##### Masculine

boy



bull



man



uncle



##### Feminine

girl



cow



woman



aunt



#### Read Me

A noun that represents a male is called '**masculine**' and a noun which represents a female is called '**feminine**.'

ii. Match the masculine nouns with the feminine nouns.

##### Masculine

father

uncle

lion

King

##### Feminine

lioness

Queen

mother

aunt








C3 (i) Explain to students that masculine and feminine nouns are gender nouns. Ask them to match masculine nouns with their correct feminine nouns. Help them if need be.



## 'These' and 'Those'

iii. Circle the correct pointing words (these and those) by looking at the pictures.

- These / Those are cars. 
- These / Those are books. 
- These / Those are watches. 
- These / Those are colour pencils. 
- These / Those are cups. 

### Read Me

We use **'these'** to talk about people or things near us.  
We use **'those'** to talk about people or things that are away from us.

## Articles 'a' or 'an'

iv. Read the given examples of 'a' or 'an'.



### Read Me

We use **'a'** before a naming word starting with a consonant.  
We use **'an'** before a naming word starting with a vowel.



C3 (iii) Share some more examples of 'these' and 'those' within the classroom environment. Now, encourage students to write a few examples expressing "these" and "those" in their notebooks. C3 (iv) Explain to them articles by giving different examples on the board. Encourage them to share more examples.

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v. Look at the pictures below. Label the things using 'a' or 'an'.



\_\_\_ car



\_\_\_ pencil



\_\_\_ aeroplane



\_\_\_ orange



\_\_\_ ice cream



\_\_\_ ball



## D) Writing

### 1. Learning to Write

Write four naming words and action words by looking at the picture in the column given at the next page.



D1 Tell students that people, animals, places and things have names. These naming words are called nouns, e.g. boy, bird, table, etc. Explain to them that words that express an action are called action words or verbs, e.g. play, read, jump, etc.



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Naming Words	Action Words
_____	_____
_____	_____
_____	_____
_____	_____

### 2. Creative Writing

Write at least four sentences about 'My Family' using the given word bank.

love      help      play      father

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teaching Point

D2 Help students write a few sentences about 'My Family' on their own. Help them if need be.

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## Review - 2



### A) Oral Communication

#### 1. Learning the Sounds

Read the given words and circle the digraphs.

phone

shoes

tooth

cheese

graph

Say the given words and match the ones that begin with the same sound.

feel

toy

train

say

sad

fun

Share any happy incident of your life by expressing your emotions and feelings about it.



### B) Reading and Critical Thinking

#### Reading Comprehension

Answer the given questions.

- What is your favourite fruit and vegetable?
- Is sharing a good habit? Discuss why?
- What things did Huma collect before making the pencil shavings?



Write any three sight words and use them in sentences of your own.

_____	_____
_____	_____
_____	_____



### C) Language Focus

#### 1. Vocabulary Building

Read the given words and write their meanings.

collect

brat

healthy

Write the plural of the given singular nouns.

book \_\_\_\_\_ cat \_\_\_\_\_

table \_\_\_\_\_ bird \_\_\_\_\_

girl \_\_\_\_\_ clock \_\_\_\_\_

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Fill in the blanks with 'a' or 'an' .

- Umair is eating \_\_\_\_\_ orange.
- I have \_\_\_\_\_ pen.
- The bird is sitting in \_\_\_\_\_ tree.
- He bought \_\_\_\_\_ umbrella.

Write the feminine gender of the given nouns.

man \_\_\_\_\_ boy \_\_\_\_\_ horse \_\_\_\_\_  
uncle \_\_\_\_\_ bull \_\_\_\_\_



## D) Writing

### 1. Learning to Write

Look at the given pictures. Write any three naming words and action words in the given boxes.



Naming Words

---

---

---



Action Words

---

---

---



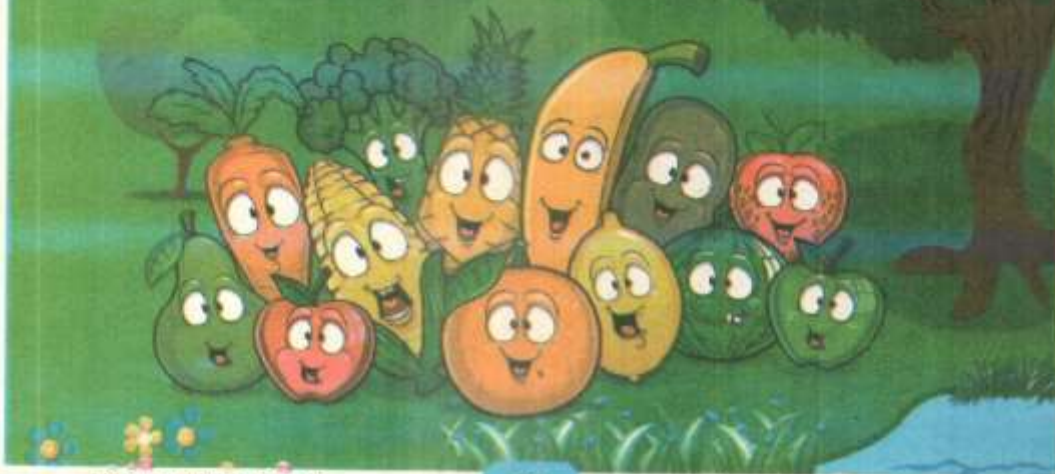
## Unit 6

# Blessings of Allah (سبحانه وتعالى)

### Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while reading) to locate specific factual information.
- respond to the text (post-reading) to express likes /dislikes about the story.
- identify words that begin with the same sound.
- identify words that end with the same sound.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to express basic emotions (happiness, sadness, anger, etc.)
- read aloud three-letter words with a reasonable level of accuracy in pronunciation.
- recognise and practice that words combine to make sentences.
- recognise the different categories of some naming words e.g. fruits and vegetables.
- recognise that people and places have particular names.
- recognise and use questioning words: what, who, where.
- physically respond to, and use some common action words.
- recognise that plural nouns do not take the articles a or an.
- write numbers from 1 to 10 in words.
- construct simple sentences of three/four words using correct capitalisation, punctuation and spelling.



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## Getting Started

Look at the picture below and think about all the things that Allah (سبحانه وتعالى) has created for us; trees for shade, water to drink and the sun for light.



## Let's Talk

- Think about some other things created by Allah (سبحانه وتعالى) and share with class.
- Think about other natural things that give us benefits.
- Are fruits and vegetables good for us? How?



## Blessings of Allah (سبحانه وتعالى)

### Pre-reading

- Look at the given picture and tell what the story is about.
- Have you ever bought any fruit or vegetable?

One day, **fruits** and **vegetables** met together in a basket. They became friends. One morning, all of them were talking to each other, but **Red**

### While-reading

Why was Red Carrot sitting quietly?

**Carrot** was sitting quietly in a corner. "Why are you sad?" asked **Yellow Mango**. She said, "**Juicy Apple** always fights with me. He says he is very sweet and healthy. People like to eat him more than me. He makes fun of me."

All the **fruits** and **vegetables** felt sorry for **Red Carrot**. "You should not feel sad. Allah (سبحانه وتعالى) has made us all good for health. We should not fight," said **Yellow Mango**. Everyone agreed. **Juicy Apple** also said sorry to **Red Carrot** for being rude to her and they became friends again.



### Post-reading

- Which is your favourite fruit and vegetable?
- Did you like the story? If yes, why?



Model the story by reading with correct pronunciation and intonation. Explain that fruits and vegetables are blessings of Allah (سبحانه وتعالى). They keep us healthy. We should thank Allah (سبحانه وتعالى) for all His blessings. We should always wash fruits and vegetables before eating them.

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## A) Oral Communication

### 1. Learning the Sounds

#### Initial and Ending Sounds

i. Pronounce the given words and circle the ones that begin with the same sound.

hair

apple

rude

healthy

play

ii. Pronounce the given words and circle the ones that end with the same sound.

fruit

clap

brush

canteen

basket

### 2. Learning to Speak

i. Look at the given faces and read the emotions.



I am happy



I am sad



I am angry

ii. Draw faces showing the given feelings.

angry



sad



A2 (i) Ask students to look at the given emotions and read what they show. Get them into small groups and ask them to come to the front of the class and imitate the emotions as given above. A2 (ii) Ask them to draw the emotions on the faces and also guide them about non-verbal communication.





## B) Reading and Critical Thinking

### Reading Comprehension

#### i. Answer these questions.

- Who was sad?
- What did Juicy Apple say to Red Carrot?
- Is it good to make fun of others?

#### ii. Read the given three-letter words.

one

sad

day

bug

pen

#### iii. Rearrange the given words to make sentences.

Example: was quietly sitting red carrot.

Red carrot was sitting quietly.

- fights me with always apple  
\_\_\_\_\_
- fun me makes of he  
\_\_\_\_\_
- became they friends  
\_\_\_\_\_
- were each other talking fruits to  
\_\_\_\_\_



B (ii) Ask students to read three-letter words with correct pronunciation. Have them find three-letter words in the text and circle them.

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iv. Read the lesson again and fill in the blanks with the correct options.

- All \_\_\_\_\_ and vegetables are good for health.  
a) junk food      b) fruits      c) drinks      d) all
- ii. \_\_\_\_\_ was sitting quietly in a corner.  
a) Apple      b) Carrot      c) Mango      d) Banana
- Apple said sorry to Carrot for being \_\_\_\_\_ to her.  
a) proud      b) polite      c) kind      d) rude



### C) Language Focus











#### 1. Vocabulary Building

i. Read the given words with their meanings.

healthy	good for health
equal	with the same ability
rude	to behave badly

#### Fruit and Vegetables Names

ii. Read the names of the fruits and vegetables.

Fruits		Vegetables	
			
apricot	watermelon	turnip	cucumber
			
pineapple	strawberry	okra	brinjal



B (iv) Encourage them to read the lesson again and circle the correct answers. C1 (i) Ask students to learn the vocabulary words with meanings. Ask them to use these words in their daily conversation. C1 (ii) Get students into pairs and ask one of them to make a list of fruits and the other to make a list of vegetables then share the list of fruits and vegetables by saying their names to each other.



ii. Tick (✓) the fruits and circle (○) the vegetables.



## 2. Learning to Spell

i. Read the given sight words and write them in the shape boxes that fit.

down

little

then

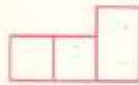
we

go

have

am

out



ii. Circle the correct spelling in each row.

healthe

helthy

healthy

iqua

equal

eqval

pepule

peopl

people

sorry

soory

sory

baskit

basket

baskete



C2 (ii) Encourage students to circle the correct spelling in each row.

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### 3. Grammar

#### Proper Nouns

i. Read the proper nouns underlined in the following sentences.

- Maham is drinking.
- We live in Lahore.
- Jawad is running.

ii. Find proper nouns in the given sentences and circle them.

- She lives in Islamabad.
- His father's name is Zafar.
- They are going to visit Naran.
- Waqas is my best friend.
- Sidra was sleeping.

#### Question Words

iii. Read the following.

- What is your favourite vegetable?
- Where are you going?
- Who is playing in the garden?

iv. Make questions using the question words given below.

What

Where

Who

#### Read Me

A **proper noun** is the name of a particular person or place, for example Faisal, Karachi, etc. We always capitalise the first letter of a proper noun.

#### Read Me

We use **question words** to ask questions. We use 'what' to ask for information. We use 'who' to ask about people. We use 'where' to ask for the location of people or things.



C3 (iii) Tell students that we use different question words to ask questions. Give them examples by asking questions related to this story.



## Action Words

### v. Read the given sentences.

- Fruits were **talking** to each other.
- Saira is **playing** hide and seek.
- They are **swimming** in the pool.

#### Read Me

Words that express actions are called **action words**.

### vi. Underline the action words in the given sentences.

- Adina is eating an apple.
- We are clapping.
- Subhan is writing a letter.
- They are walking on a road.
- Carrot is sitting quietly.

## Omission of Articles (a/an)

### vii. Read the following sentences.

I have <b>a pen</b> .	I have <b>pens</b> .
My brother is eating <b>an orange</b> .	My brother is eating <b>oranges</b> .
<b>A bell</b> is ringing.	<b>Bells</b> are ringing.
This rabbit is eating <b>a carrot</b> .	This rabbit is eating <b>carrots</b> .

#### Read Me

Plural nouns do not take indefinite articles 'a' or 'an'.

### viii. Put articles 'a' or 'an' where needed and rewrite the sentences.

- I have new dress. \_\_\_\_\_
- We have storybooks. \_\_\_\_\_
- Nimra is eating apple. \_\_\_\_\_



C3 (v) Have students recall and share the action words. Tell them that action words are also called verbs.



## D) Writing

### 1. Learning to Write

i. Write numbers from 1-10 in words.

1	2	3	4
5	6	7	8
9	10		

ii. Look at the given pictures and write four sentences in your notebook using correct spelling.



### 2. Creative Writing

Complete the given sentences and write one more sentence about your favourite fruit. Also draw your favourite fruit and colour it.

#### My Favourite Fruit

- \_\_\_\_\_ is my favourite fruit.
- Its colour is \_\_\_\_\_.
- \_\_\_\_\_



D1 (i) Ask students to write the correct numbers in words. Encourage them to write with correct spelling. D1 (ii) Ask students to write four lines on table manners by taking help from the given pictures. Encourage to practise table manners in their daily routine. D2 Ask them to write three more lines about their favourite fruit (taste, size and season).



## Unit 7

# Classroom Manners

### Learning Outcomes

After completing this unit, you will be able to:

- respond to the text (post reading) to express understanding of the story through pantomime.
- identify one-syllable words that rhyme.
- demonstrate the use of common conventions and dynamics of group oral interactions in group to:
  - exchange basic routine greetings.
  - exchange some social courtesies.
- change the first sound of a word to make rhyming words, e.g. fan, van, ran, man. etc.
- read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc.
- recognise the different categories of some nouns: in pictures, classroom, at home and in the immediate environment and direction (left/right).
- use questioning words: when, why.
- comprehend and respond to simple wh-questions.
- use am, is, are in short sentences to identify and describe a person, place, and thing, e.g. I am.
- use some describing words showing size.
- list items of a similar category from a given text.



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 **Getting Started**

Look at the pictures and describe what is happening.

 **Class A**

 **Class B**

 **Let's Talk**

- Which classroom would you like to be in, Class A or Class B?
- Is it good to fight over small things?
- Is it good to follow your teacher's instructions?
- How do you behave in your classroom?
- Do you keep your school clean? How?

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## Classroom Manners

### Pre-reading

- What does the title of the lesson mean to you?
- How do you greet others?

(It was Monday morning. Zara went to her new school where she met her class teacher.)



Assalaamu Alaikum! I am Zara.  
Today is my first day in this school.

Wa Alaikum Assalaam!  
I am Anum, your Grade-1 English  
teacher. Welcome to the school.



(Miss Anum and Zara went to the class.)

Dear students, here is Zara. She is your new classmate. Please introduce yourselves and explain the classroom manners to her.

(All students welcomed her and introduced themselves one by one, then they explained her classroom manners. Let's go through them).

### While-reading

It is Zara's first day  
in the new



Umar



We keep our  
classroom clean.

We share  
our things.



Irum

Amir



We respect our  
teachers.

We listen to our  
teachers carefully.





Faiza





Model the text by reading with correct pronunciation and intonation. Explain the importance of classroom manners to students. Ask different questions from students about school and classroom manners.


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**Sana**  We use polite words like 'please' and 'thank you'.

We always seek permission before going to the washroom or to drink water.  **Ali**

**Huma**  We wait for our turn.

We queue up quietly.  **Amir**


 Zara, you can read these manners from the chart.

**Activity**

Make colourful charts about classroom manners in different writing styles and display them in your classroom.

**Post-reading**

- Which classroom manners do you always follow?
- Why is it important to have classroom manners?

 Explain to the students good manner and tell them their importance in everyday life.

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## A) Oral Communication

### 1. Learning the Sounds

#### Rhyming Words

i. Read the given pairs of one-syllable rhyming words.

class glass

time lime

run fun

hat bat

#### Read Me

Rhyming words have the same ending sounds. A **one-syllable** word is a word that has a single vowel sound.

ii. Read and write the correct one-syllable words.

- 'Cat' rhymes with \_\_\_\_\_
- 'Sun' rhymes with \_\_\_\_\_
- 'Hen' rhymes with \_\_\_\_\_
- 'Ring' rhymes with \_\_\_\_\_

(hat mouse)

(goat bun)

(ten rain)

(swing nut)

### 2. Learning to Speak

i. Read and practise the given dialogue.

Tuba: Assalaamu Alaikum. How are you, Zainab?

Zainab: Wa Alaikum Assalaam. I'm fine, Tuba.

Tuba: How was your monthly test like?

Zainab: Very well. I got second position.

Tuba: That's great. Well done!

Zainab: Thank you!

ii. Practise the dialogue above and use the expressions in your own dialogue.



A1 (i) Tell students that one-syllable words cannot be divided into parts for example play, one, two, etc. (Guided Practice) Read the words with correct pronunciation. Then have students repeat after you accurately. Help them correct their pronunciation focusing on the syllable. A2 (i) (Pair Work) Ask students to work in pairs and practise the different routine greetings and courtesy words in the form of a dialogue.

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## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- Who was new in the school?
- Who teaches English to Grade-1?

ii. Read the given checklist of classroom manners. Then tick (✓) the manner which you follow in your classroom.

	<input type="checkbox"/> Be on time
	<input type="checkbox"/> Listen carefully to your teacher
	<input type="checkbox"/> Make a queue during break and off time
	<input type="checkbox"/> Be polite, say "please" and "thank you"
	<input type="checkbox"/> Raise your hand for seeking permission
	<input type="checkbox"/> Keep your classroom clean
	<input type="checkbox"/> Do not eat or drink in the classroom

iii. Read the names of the food labels.



B(ii) Ask students to fill in the checklist. Help them if need be. B (iii) Bring different food jars or food cartons with labels to the class. Ask them what their favourite food item is. Help them to pronounce the names.



iv. Fill in the blanks using the given word bank.

clean      teacher      English      carefully

- Miss Anum is the \_\_\_\_\_ teacher.
- Keep your classroom \_\_\_\_\_.
- Listen to your teacher \_\_\_\_\_.
- Respect your \_\_\_\_\_.



C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

permission	allow someone to do something
queue	a line
finish	to complete a task

Common Objects

ii. Read the given names of the objects in the classroom and at home.

Classroom Objects



Objects at Home



C1 (i) Ask students to memorise the vocabulary with meanings. Ask them to use these words in their daily conversation. C1 (ii) Show the objects above to students and tell them their names. Show them other objects and ask them to say their names.

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iii. Write the names of any three objects in the classroom and at home.

classroom

home

### Left and Right

iv. Look at the signs of directions.

left



right

v. Follow the instructions for each object.



Circle (○) the iron on the left.



Tick (✓) the bag on the right.



Cross (×) the sofa on the left.



## 2. Learning to Spell

i. Read the given sight words.

do

little

could

when

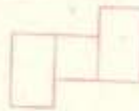
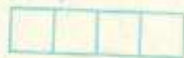
did

what

so

see

ii. Write the sight words learnt earlier in the shape boxes that fit.



C1 (iv) Explain the directions (left and right) to students with the help of a map and help them to learn directions. Explain the concept of sight words. Ask students to read the sight words from the lesson and encourage them to use these sight words in their daily conversation.



iii. Fill in the missing letters to complete the words.

cl\_\_ss

tea\_\_er

res\_\_ect

lis\_\_en

permissi\_\_n

### 3. Grammar

#### 'Wh' Questions

i. Read the following sentences.

**Why** is the boy crying?

He is crying because somebody has broken his toy.



**When** will the train arrive?

The train will arrive in 20 minutes.



ii. Make questions using the question words given below.

When: \_\_\_\_\_

Why: \_\_\_\_\_

#### Use of Am, Is, Are

iii. Read the following sentences.

- I **am** Pakistani.
- He **is** a boy.
- We **are** classmates.

#### Read Me

We use **is, am, are** to describe a person, place or thing.



C3 (iii) Explain the use of 'is', 'am' and 'are' by writing different examples on the board. Encourage students to make sentences using 'is', 'am' and 'are'.

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**iv. Tick (✓) the correct option.**

- I (am, is) a policeman.
- Zara and Iqra (are, is) good students.
- This (is, am) my bedroom.
- They (am, are) very kind.
- Miss Asma (are, is) our class teacher.

**Adjectives of Size**

**v. Read the given adjectives of size.**

**Read Me**

Adjectives of size are words which describe how big or small a noun or pronoun is.



a tall tree



a small tree



a fat cat



a thin cat

**vi. Use the adjectives of size given above in sentences.**

Four horizontal lines for writing sentences.



C3 (v) Explain to students the concept of adjectives of size by showing different objects. Ask students to share more examples.





## D) Writing

### 1. Learning to Write

i. Read the given lists.

#### Clothing



sweater



shirt



suit



kurta



cap



gloves

#### Food



cheese



eggs



butter



ice cream



sandwich



bread

ii. Write the names of three things in each of the given columns.

#### Clothes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Food

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Classroom objects

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 2. Creative Writing

Write a few sentences about how you keep your classroom clean using the given word bank in your notebook.

neat

clean

throw

rubbish

dustbin



D1 (i) Tell students that listing things helps us to arrange things and it also makes our work easier. D1 (ii) Ask them to make a list of things of their own.

## Unit 8

# Nature is Beautiful

### Learning Outcomes

After completing this unit, you will be able to:

- pronounce familiar one-syllable words.
- demonstrate the use of common conventions and dynamics of group oral interactions in a group to participate in conversation, to take turns.
- demonstrate the use of common conventions and dynamics of group oral interactions to recite poems.
- arrange a list of words in alphabetical order.
- brainstorm to gather ideas for various activities/tasks.
- recite short poems or nursery rhymes with actions.
- articulate and identify simple rhyming words in text.
- recognise the different categories of some parts of the body.
- use am, is, are in short sentences to identify and describe a person, place, and thing e.g. i am.
- use some describing words showing quality, size and colour.
- apply capitalisation to the initial letter of the first word of a sentence.
- write date and captions on page top.
- fill in missing information to complete simple sentences.







## Getting Started

Look at the given pictures and write the names of different types of weather.



### Let's Talk

- Why are the trees moving towards the left?
- How do you feel when the wind blows?

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## It's Spring

### Pre-reading

- Look at the picture and name two creations of Allah. (سبحانه وتعالى)
- Which weather (windy, sunny or rainy) do you like the most?

Good-bye, snow! Good-bye, ice!  
Though of course you're very nice,  
I am glad you've gone away  
Leaving us this fine spring day.

Here's my good old bat and ball!  
Marbles, too! How are you all?  
I am sure that I can play  
With you now, 'most any day.

Good-bye, winter! Though it's true  
I've had lots of fun with you,  
Now I just could shout and sing;  
I'm so glad because it's spring

**Winnifred Mott**

### While-reading

My heat warms  
the air. What am I?

### Post-reading

- What do you feel when the weather changes?
- Did you like the poem? If yes, why?



Model the poem by reading with correct pronunciation and intonation. Help and encourage students to recite the poem. Tell them that seasons are the blessing of Allah (سبحانه وتعالى). We should be thankful to Allah (سبحانه وتعالى) for all His blessings.





## A) Oral Communication

### 1. Learning the Sounds

#### One-syllable Words

i. Read the given one-syllable words.

life

grew

nose

lack

#### Read Me

A **syllable** is part of a word with a single vowel sound.

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Teacher:** Who wants to read today's lesson?

(Saad and Huma both reply at the same time)

**Saad:** Ma'am, should I read first?

**Neesha:** Ma'am, should I?

**Teacher:** No, I will call you one at a time. You have to wait for your turn.

**Students:** Okay! Ma'am.

ii. Express your feelings about your favourite season by speaking on your turn in a group.



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- What is the poem about?
- Why does the poet want to shout and sing?
- Name the seasons mentioned in the poem.



A2 (i) Explain to students the importance of taking turns and how to participate in class. (Role Play) Get students into pairs and ask them to role-play the dialogue above.

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ii. Read the given words in an alphabetical order.

arrow      bow      camel      down

**Read Me**  
We use **alphabetical order** to arrange words in a list.

iii. Arrange the given words in an alphabetical order.

tree      hang      wind      lack      mind

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

iv. Read the given topic with its ideas.



**Read Me**  
**Brainstorming** is a way of thinking to create good ideas.

v. Think and fill in the following mind map.



vi. Fill in the blanks using the given word bank.

ball      snow      glad      spring      shout

- Good-bye, \_\_\_\_\_! Good-bye, ice!
- Leaving us this fine \_\_\_\_\_ day.



B (ii) Explain to students that we arrange words according to the first letter of each word. B (iv) Conduct a brainstorming activity in the class and ask students different questions, like: What is your name? What class are you in? etc. After that explain to them the concept of mind mapping.



- Here's my good old bat and \_\_\_\_\_!
- Now I just could \_\_\_\_\_ and sing.
- I'm so \_\_\_\_\_ because it's spring.



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

glad	happy
marbles	small balls made of glass children play with
shout	a loud cry

### Rhyming words

ii. Read the given rhyming words.

find

kind

sunny

funny

### Read Me

Rhyming words have the same ending sounds.

iii. Make a rhyming word for each given word.

tree

hang

### Parts of the Body

iv. Look at the parts of the body below. Read their names.



hand



knee



eye



arm



nose



neck



C1 (i) Ask students to memorise the vocabulary with meanings. Ask them to use these words in their daily conversation. C1 (iv) Tell them that Allah (ﷻ) has blessed us with different parts of the body. They are very important for us. We need to keep our body neat and clean. We need to be careful about our personal hygiene.

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v. Write any three body parts.

\_\_\_\_\_

## 2. Learning to Spell

i. Read and write the given sight words in the shape boxes that fit.

work try today fly tell much keep give

\_\_\_\_\_

ii. Fill in the missing letters to complete the words.

b\_\_t

\_\_pring

p\_\_ay

shou\_\_

n\_\_ce

## 3. Grammar

Use of is, am, are

i. Read the given sentences.

- I **am** happy.
- She **is** a good girl.
- We **are** playing.

ii. Complete the sentences using 'is', 'am' or 'are'.

I \_\_\_\_\_ Haris. He \_\_\_\_\_ a doctor. We \_\_\_\_\_ tired.

She \_\_\_\_\_ writing a letter. They \_\_\_\_\_ very busy.



C3 (i) Demonstrate the use of 'is', 'am' and 'are' to students. You can say, for example, "I am a teacher" and "you are a student", etc.



## Describing Words (adjective) – quality, size and colour.

### iii. Read the following sentences.

- She is a **nice** girl.
- Hassan is a **tall** boy.
- I like **red** apple.

#### Read Me

A word that describes a noun or pronoun (person, place or thing) is called **describing word (adjective)**.

### iv. Use the given adjectives to complete the sentences.

- The rabbit has \_\_\_\_\_ fur.
- Aqeel is a \_\_\_\_\_ boy.
- It is a \_\_\_\_\_ box.

big

soft

fat



## D) Writing

### 1. Learning to Write

#### i. Read and write the given date and captions on the top of the given page.

Date                      Day  
2-9-2020                Wednesday  
Unit name  
Its Spring Time

_____
_____
_____
_____
_____



C3 (iii) Explain to students the concept of adjectives of quality. Show different flash cards of nouns to them and ask them to tell you any quality of that noun.

ii. Fill in the missing information to complete the simple sentences.

- We have \_\_\_\_\_ eyes to see with.
- We have \_\_\_\_\_ nose to smell with.
- \_\_\_\_\_ is our homeland.
- \_\_\_\_\_ is the capital city of Pakistan.

## 2. Creative Writing

Write a few sentences on 'Personal hygiene' in your notebook. Use the words given below.

brushing

cleaning

washing hands

healthy diet

perfect24u.com



D1 (i) Tell students that we write the date, day and unit name before writing anything in the notebook. These are called captions. D2 Ask students to write five lines on 'green environment' using the word bank.



## Unit 9

# A Greeting Card

### Learning Outcomes


After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while-reading) to follow a sequence in a simple procedure or a picture map. respond to the text (post reading) to express understanding of the story.
- demonstrate use of common conventions and dynamics of group oral interactions in a group to express needs.
- pronounce familiar common irregular sight words.
- identify a book by looking at its title.
- locate texts/lessons by looking at titles and pictures.
- recognise the different categories of some words: first, second and third, etc.
- use some describing words showing colour.
- recognise and use a full stop at the end of a statement.
- recognise, physically/orally respond to simple sentences showing requests in a school scenario.
- recognise the conventions of a greeting card and make/fill in through guided activity, simple greeting cards: draw illustrations to make greeting cards, write names of addressee and sender, write appropriate words and formulaic expressions.
- write name and phone number.





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 **Getting Started**

Look at the picture and imagine that you have the Eid celebrations at your home.



 **Let's Talk**

- Who do you celebrate Eid with?
- Do you share your gifts with your brother and sister?

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## Greeting Card

### Pre-reading

- Look at the given pictures and tell what is happening.
- Have you ever presented to anyone a greeting card? To whom?

Ayyan and Maham are very happy. They are making an Eid card in their art class. Let's see what they are doing.

### First step

Ayyan takes a piece of paper.

Maham folds it in half.



### Second step

They draw some flowers on it and colour them. They share their colour pencils with each other.



### While-reading

What will be the next step after the second step?

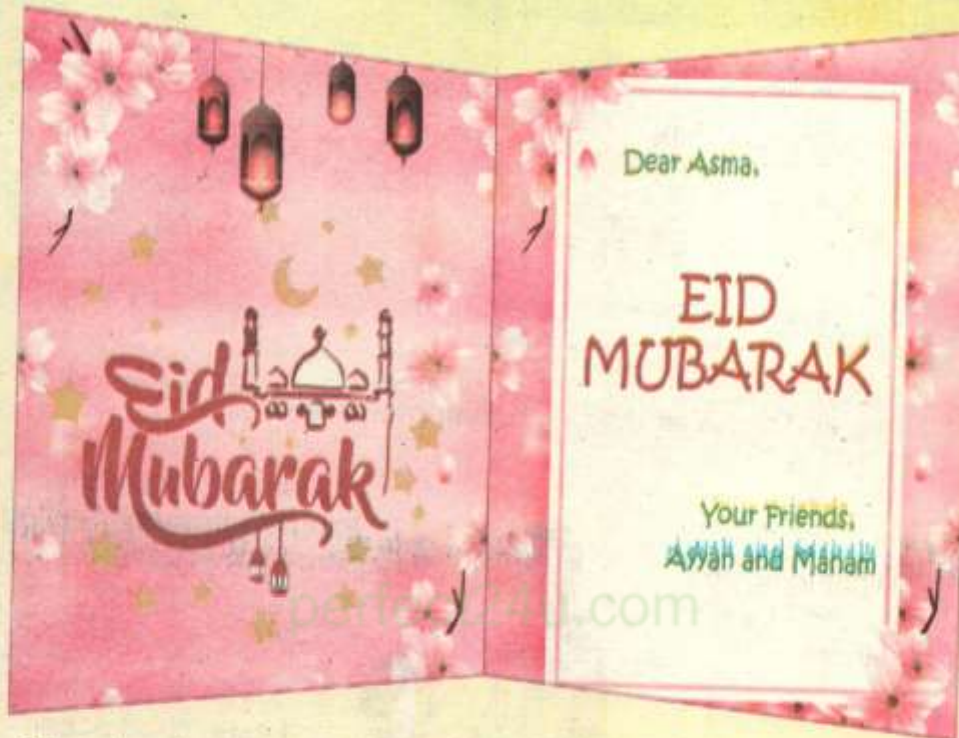


Model reading of the text will be done with correct pronunciation and intonation. Tell students about greeting cards. We can make different greeting cards for different purposes, for example Eid cards, birthday cards, Christmas cards, etc.

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### Third step

Maham writes 'Eid Mubarak' on it. Ayyan writes greetings on the card.  
The card is ready.



They clean the table after finishing their work. They finally washed their hands with soap and water. They will present this card to their cousin Asma before Eid day.

### Post-reading

- Why do Ayyan and Maham make a card?
- Why do you share your things with others?



Ask them to share their things with each other as sharing is a good habit. Tell them that we can use different low-cost materials to make cards like card paper, stickers, etc.





## A) Oral Communication

### 1. Learning the Sounds

#### Sight Words

Read the given sight words.

are

and

this

their

### 2. Learning to Speak

i. Read and practise the given dialogue.

2. What things do you need? I will buy them.

4. Okay. Make a list of these things and give it to me.

1. Mama, I need some things to make a greeting card for my friend.

3. Thank you Mama, I need chart paper, colour pencils and some stickers.

5. Sure, Mama.



ii. Practise the dialogue above by replacing the objects (chart paper, colour pencils and stickers) with other things.



A1 Tell students that sight words are those words which we memorise by sight. A2 (i) (Pair Work) Get students into pairs. Ask them to practise the given dialogue with each other. Tell them different expressions to express their needs.

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## B) Reading and Critical Thinking

### Reading Comprehension

#### i. Answer these questions.

- What are the children making?
- What does Maham draw on the card?
- What do they do after making the card?

#### ii. Look and read the title of the book.

Title



#### Read Me

The name of a book is called its **title**.

#### iii. Match the books with their titles.

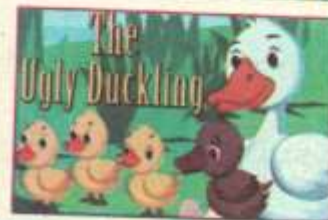


The Ugly Duckling

The Lion and the Mouse

The Hare and the Tortoise

The Fox and the Grapes



B (ii) Show students titles of different books. (Group Work) Make some groups of students. Give storybooks to them and ask them to identify their titles.



**iv. Read the lesson again and fill in the blanks with the correct options.**

- Ayyan and \_\_\_\_\_ are making an Eid card.  
a) Sana                      b) Maham                      c) Sehar                      d) Sobia
- They draw some \_\_\_\_\_ on the card.  
a) lines                      b) circles                      c) flowers                      d) boxes
- They give the card to their cousin, \_\_\_\_\_.  
a) Amna                      b) Asma                      c) Asia                      d) Anum



**C) Language Focus**

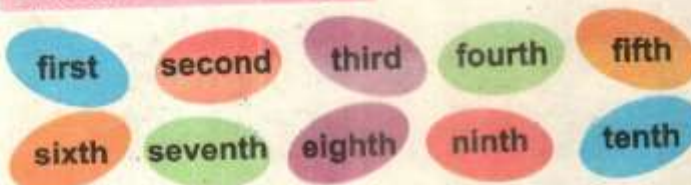
**1. Vocabulary Building**

**i. Read the given words with their meanings.**

half	two equal parts
share	to let somebody use your things
greeting	a message of good wishes

**Ordinal Numbers**

**ii. Read the following:**



**Read Me**

The numbers 'first', 'second', 'third', etc. are called **ordinal numbers**.



B (iv) Encourage students to read the lesson again and fill in the blanks with the correct answers. C1 (i) Ask them to learn vocabulary with their meanings and use these words in their daily conversation. C1 (ii) Tell students that ordinal numbers tell the order of things. Give an example of the seating positions of students in the classroom.

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iii. Write the ordinal numbers in words in their correct positions.



1st



2nd



3rd



4th



5th



## 2. Learning to Spell

i. Read the given sight words.

gave

open

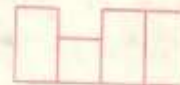
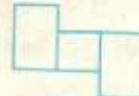
has

only

hold

ii. Write the sight words from the word bank in the shape boxes that fit.

full us three our buy



iii. Fill in the missing letters to complete the words.

cousi\_\_

pa\_\_er

\_\_raw

tab\_\_e

car\_\_

## 3. Grammar

**Describing Words (Adjectives).**

i. Read these sentences.

- It is a red sheet of
- It is a hot bun.
- It is a big house.
- It is a green colour.



C3 (I) (Show and Tell) Reinforce students the concept of adjectives of colour by showing different colourful things.



ii. Look at the pictures and write their names. Use adjectives to describe them. For example yellow sun.



### Full stop (.)

iii. Read the given sentences.

- We should keep our classroom clean.
- Ayyan makes an Eid card.
- Maham is very happy.

### Read Me

A **full stop** ( . ) is used at the end of a sentence.

iv. Write the given sentences in your notebook, putting a full stop where needed.

- They keep their classroom clean
- Ayyan is making a card
- Ayyan and Maham are playing

### Read Me

A **request** is an act of asking for something politely.

### Requests

v. Read the given sentences. Notice how to request someone for something.

- Kindly give me your pencil.
- Please pass me the glass of water.
- Could you please carry my bag?
- Kindly call my parents.

vi. Write requests of your own according to the given pictures.



C3 (ii) Write some sentences on the board and ask them to put full stops correctly. C3 (v) Write some requests on the board which are related to the school environment. C3 (vi) Give some situations to students and ask them to use requests and polite words, for example, do not litter, keep your tap closed while soaping hands, in their dialogues.

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## D) Writing

### 1. Learning to Write

i. Make your own Eid card for your friend. Draw a picture and write greetings.



ii. Write your name and phone number on the back of your card.

Name <u>All Ahmed Khan</u>
Phone Number <u>+92 - 51 - 0000000</u>

Name _____
Phone Number _____

### 2. Creative Writing

Complete the given sentences about your mother. You may take help from the given word bank to write more sentences.

kind/caring, love, tasty, food

1. My mother's name is \_\_\_\_\_
2. She is \_\_\_\_\_ years old.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



D1 (i) Help students to make a greeting card by themselves. Guide them to cut and fold paper. Help them to write on the greeting card with correct spelling and punctuation. D2 Encourage them to write some sentences about their mothers.



## Review - 3



### A) Oral Communication

#### 1. Learning the Sounds

Match the given words with their rhyming words.

swing

fall

tall

sleep

keep

ring

Read the given sight words and use them in sentences of your own.

that

are

on

Get students into pairs and ask them to practise the routine greetings and courtesy words expressing any of their needs (book or colour pencils) in their dialogues.



## B) Reading and Critical Thinking

### Reading Comprehension

Answer the given questions.

- Why are Ayyan and Maham happy?
- Write any two classroom manners.
- Who was looking at the classroom manners?

Arrange the given words in alphabetical order.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_



## C) Language Focus

### 1. Vocabulary Building

Read the given words and write their meanings.

greeting	
share	
shout	



Choose the correct options and fill in the blanks.

- She \_\_\_\_\_ a teacher. (is are)
- I \_\_\_\_\_ Hamza. (am is)
- They \_\_\_\_\_ sleepy. (are am)

Make questions using the given question words.

When: \_\_\_\_\_

Why: \_\_\_\_\_

Write two adjectives each of size, quality and colour.

Adjectives of size	Adjectives of quality	Adjectives of colour



## D) Writing

### 1. Learning to Write

Complete the mind map by writing four qualities of your best friend.



## Unit 10

# The Hare and the Tortoise

### Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict the story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while reading) to guess what follows in a story.
- recognise and classify into different categories, some simple action and naming words from pictures and immediate surroundings e.g. animals.
- respond to the text (post reading) to express likes /dislikes about the story.
- listen to a story/fairytale of a few sentences read aloud by the teacher.
- read aloud the same story/fairytale themselves.
- identify names and characters.
- respond orally in yes or no, their likes or dislikes about the story/character.
- identify, recognise and articulate common two to three-lettered sight words and words with common spelling patterns.
- recognise words ending with an 's' sound in the plural form of a word.
- use words showing possession, e.g. my, your, our.
- use and physically respond to simple sentences showing command in a school scenario.
- express enjoyment while playing.
- recognise and use a question mark at the end of a question.
- fill in speech bubbles with given appropriate words and formulaic expressions.







## The Hare and the Tortoise

### Pre-reading

- Look at the given pictures and tell the names of the animals.
- Have you ever participated in any race?

One day, all the animals of the jungle were having fun together. A hare told them proudly that he could run very fast. He was making fun of a tortoise for his slow speed. The tortoise challenged the hare to a race. The hare happily agreed.

The race started. The hare ran very fast and left the tortoise far behind. "I have much time to reach the finish line. I can have some rest," he thought. So he slept under a tree.



The tortoise kept moving slowly. At last, he reached the finish line. The animals loudly cheered for the tortoise. The hare woke up from his sleep. The poor hare ran to reach the finish line, but it was too late. The tortoise was over the line.

The hare said sorry to the tortoise for his proud and rude behaviour.



### While-reading

What will happen next when the hare wakes up?



Model reading of the text will be done with correct pronunciation and intonation. Tell students that we should not consider others inferior. Tell them that a fable is an animal story that has a moral at the end.



### Post-reading

- Why did the hare say sorry at the end?
- What lesson did you learn from the story?



## A) Oral Communication

### 1. Learning the Sounds

#### 's' and 'z' Sound in Plurals

##### i. Read and say the given plural nouns.

/s/ sound		/z/ sound	
rabbit	rabbit <sup>s</sup>	bed	bed <sup>s</sup>
cup	cup <sup>s</sup>	sparrow	sparrow <sup>s</sup>
duck	duck <sup>s</sup>	room	room <sup>s</sup>
bat	bat <sup>s</sup>	hare	hare <sup>s</sup>
frock	frock <sup>s</sup>	word	word <sup>s</sup>

#### Read Me

Some plural nouns end with /s/ sound, for example books, cups, cats, etc. Some plural nouns end with /z/ sound, for example trees, cars, etc.

##### ii. Circle (○) the plurals that end in /s/ sound and square (□) the plurals that end in /z/ sound.

ants

hat

tigers

flowers

pandas

snakes

books

dogs



A 1 (i) Tell students how to recognise /s/ or /z/ sound. When the singular ends with an unvoiced sound (no vibration in the larynx), the plural is pronounced /s/. When the singular ends with a voiced sound (vibration in the larynx), the plural is pronounced /z/. Encourage them to share more plurals ending with an /s/ and /z/ sound.

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## 2. Learning to Speak

### i. Read and practise the given dialogue.

Hare: Hello, little Tortoise! How are you?  
Tortoise: Hi, I am fine. How are you?  
Hare: I am also fine. Can we play together?  
Tortoise: Yes, sure. What do you want to play?  
Hare: Let's have a race. Do you like racing?  
Tortoise: Yes, I really like it. Let's race.

### ii. Read the given dialogue and express your enjoyment while playing in your school.



## B) Reading and Critical Thinking

### Reading Comprehension

#### i. Answer these questions.

- What happened during the race?
- Who was proud?
- Who won the race?

#### ii. Fill in the blanks using the given word bank.

hare    challenged    finish line    ashamed    proud

- The tortoise reached the \_\_\_\_\_ first.
- A/An \_\_\_\_\_ was making fun of the tortoise.
- The hare felt \_\_\_\_\_.
- He said sorry to the tortoise for his \_\_\_\_\_ behaviour.
- The tortoise \_\_\_\_\_ the hare to a race.



A2 (i) Ask students to role-play the dialogue above. B2 Encourage them to read the lesson again and circle the correct answers.





## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

challenge	to ask somebody for competition
cheer	a shout of joy
proud	feeling better than others
rude	showing disrespect

### Animal Names

ii. Read the given animal names.

#### Wild animals



tiger

bear

elephant

#### Farm animals



horse

hen

rabbit

iii. Think of two more wild and farm animals and write their names below.

Wild animals

Farm animals

### 2. Learning to Spell

i. Read the given sight words.

them

did

can

so

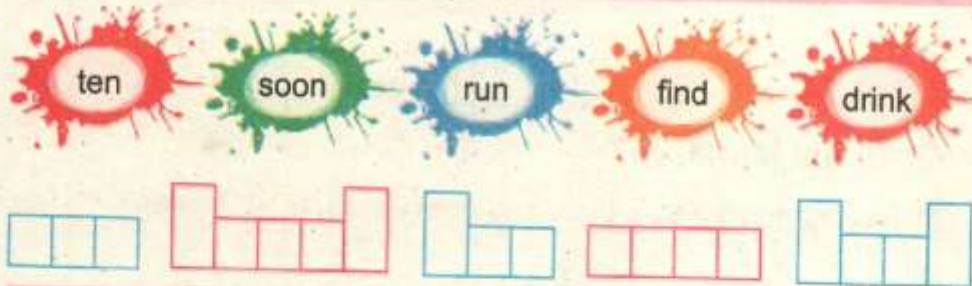
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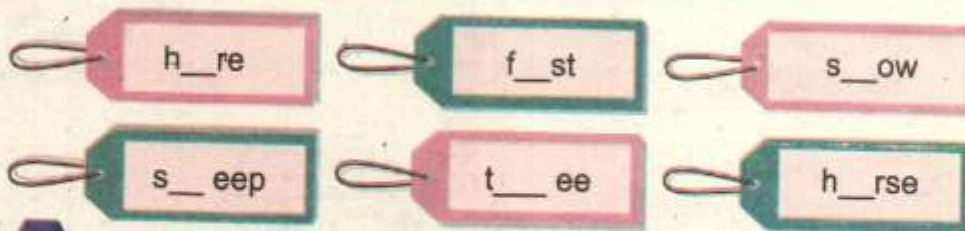
C1 (i) Ask students to memorise vocabulary with their meanings. C1 (ii) Tell them the difference between wild animals and farm animals. C1 (iii) Encourage students to write two more wild animals and farm animals. C2 (i) Explain to them the importance of sight words and ask them to use them in their own sentences.

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ii. Write the sight words from the word bank in the shape boxes that fit.



iii. Fill in the missing letters to complete the words.



### 3. Grammar

#### Words Showing Possession

i. Read the following sentences and notice the use of possessive adjectives.

#### Read Me

Possessive adjectives are used to show possession. They show that something belongs to someone.

I am Asma.

This is **my** rabbit.



We are classmates.

This is **our** school.



You are Haris.

This is **your** duck.



C3 (i) Explain to students the concept of words showing possession by giving different examples on the board.



**ii. Fill in the blanks with 'our', 'my' or 'your'.**

- I am Samra. This is \_\_\_\_\_ pet.
- We are brother and sister. This is \_\_\_\_\_ house.
- You are Arun. This is \_\_\_\_\_ pencil.

**Question Mark (?)**

**iii. Read the given questions and notice the use of the question mark.**

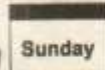
- a. **What** is this?

This is a car.



- b. **When** will Sarah come?

Sarah will come on Sunday



- c. **Why** are you late?

I missed the school bus.



**Read Me**

We use a **question mark (?)** at the end of a question.

**iv. Make two questions of your own. Remember to use question marks.**

Q. \_\_\_\_\_

Q. \_\_\_\_\_

**Commands**

**v. Read the given commands.**

Look at the board.

Open the door.

Stop fighting.

Wash your hands.

**Read Me**

When we ask somebody to do something, it is called a **command**.

**vi. Tick (✓) the commands in the given sentences.**

- Give me your notebook.
- You are looking good.

☐  
☐

C3 (iii) Ask them to read the questions and notice the use of the question mark. C3 (v) Explain to students the concept of commands by giving different examples on the board. Have them share more examples showing commands.

- Open the window.
- What are you doing?
- Complete your homework.


## D) Writing

### 1. Learning to Write

Read and fill in the speech bubbles with the given sentences/phrases.

3. What are you doing?

1. How are you?

2. I am fine.

4. I am playing with my rabbit.



### 2. Creative Writing

Look at the picture and write three to four sentences about it. You may take help from the given word bank.

I have a parrot. Its name is Mithu.

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#### Word Bank

green  
beak  
love  
play



D2 Help students write a paragraph on their own.



## Unit 11

# Love Animals

### Learning Outcomes

After completing this unit, you will be able to:

- recite short poems or nursery rhymes with actions.
- respond to the text (post-reading) to express understanding of the poem.
- use appropriate body language for different communicative functions.
- demonstrate use of common conventions and dynamics of group oral interactions in a group to recite poems.
- recognise words ending with /s/ and /z/ sounds in the plural form of a word.
- point out specific information in a calendar like the name of the month, and day of the week using sight reading strategies.
- identify punctuation marks in a sentence (e.g. capitalisation, comma, full stop, question mark, etc.)
- articulate and identify simple rhyming words in text.
- articulate, recognise and use some common phrases and formulaic expressions to express limited needs.
- identify and use words showing possession, e.g. his, her, their
- recognise and use of a comma in a list.
- recognise and write rhyming words from a poem.



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## Getting Started

Look at the picture below and tell how you would feel if you are caged in. Of course you won't feel good. In a similar way, animals like to be free. We should not keep them in cages.



## Let's Talk

- Do you have any pet animal at home?
- How do you take care of it?





## My Kitty Cat

**Pre-reading**

- Look at the given picture and tell the name of the animal.
- Which pet would you like to keep at home?

My kitty cat is black and white.  
She sleeps all day and plays all night.  
At dawn she knows when to be fed  
And walks atop my sleepy head.

Once she finally gets her food,  
She soon adopts a happy mood.  
Then in the chair she likes the best,  
She stretches out to take a rest.

When the watchful sun fades away,  
Kitty knows it's time to play.  
She hunts me down throughout the house  
As though I were a hiding mouse.

She bats my pen and starts to fight,  
Making it hard for me to write.  
When I at last can take no more,  
She hits my pen across the floor.

I go to bed and start to doze,  
With kitty nibbling at my toes.  
She licks my feet to makes amends,  
Letting me know we are still friends.

Ryan Gibbs

**While-reading**

Which animal do you like the most and why?

**Post-reading**

- Did you like the poem? If yes, why?
- If you have a pet, how will you take care of it?

 Model the poem by reading with correct pronunciation and intonation. Help and encourage students to recite the poem.

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## A) Oral Communication

### 1. Learning the Sounds

#### /s/ and /z/ Sounds in Plurals

i. Make plurals of the given words and tick (✓) the ones with an /s/ sound and star (☆) the ones with a /z/ sound.

Singular	Plural	☆/✓
cat		
car		
glove		
pet		

Singular	Plural	☆/✓
star		
plate		
book		
panda		

### 2. Learning to Speak

i. Look at the given signs and tell what they mean.



Victory



Well done



Perfect

ii. Read the above signs and practise them.



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- What is the colour of the kitty cat?
- At what time does the cat sleep and play?
- Where did the cat like to rest?



A1 (i) Tell students that when we change singular to plural, some plurals end in an /s/ sound and some end in a /z/ sound. Encourage them to share more examples. A2 Tell students that sometimes we use our body gestures to convey our message. Use different hand and body gestures to explain the concept.



ii. Read the given calendar and answer the questions.

<b>January</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>February</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	<b>March</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>April</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
<b>May</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>June</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>July</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>August</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<b>September</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>October</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>November</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>December</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

- How many months are there in a year? \_\_\_\_\_
- What is your birthday month? \_\_\_\_\_
- Name the sixth month of a year. \_\_\_\_\_

iii. Underline capital letters and circle punctuation marks in the given sentences.

- Why are you going to Islamabad?
- This is my cat, Kitty.
- What is your favourite
- He is a police



B (ii) Encourage students to learn the names of the days of the week and the names of the months in a year. B (iii) Have students recall the concept of some punctuation marks, e.g. full stop, question mark and comma.

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iv. Read the lesson again and fill in the blanks.

- The colour of the kitty cat is \_\_\_\_\_.
- The kitty cat eats its food at/in \_\_\_\_\_.
- The kitty cat wants to have a rest on the \_\_\_\_\_.



**C) Language Focus**

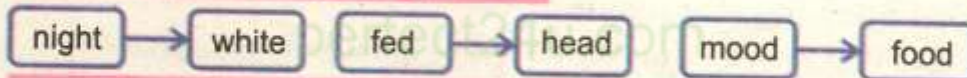
**1. Vocabulary Building**

i. Read the given words with their meanings.

dawn	first light of the day
adopt	choose to take up
stretch out	to lie down, to take rest

**Rhyming Words**

ii. Read the given rhyming words.



iii. Write your own pairs of rhyming words.



**Express Needs**

iv. Read and practise the given dialogue.

**Uzma:** Mama, **could you** buy me some storybooks and colouring books?  
**Mother:** Yes, sure!  
**Uzma:** Thank you, Mama!  
**Mother:** You are welcome!




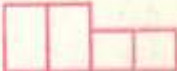
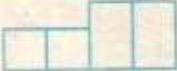
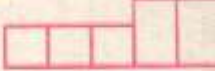
C1 (i) Ask students to learn vocabulary with their meanings. Ask them to use these words in their daily conversation. C1 (ii) Have students recall the concept of rhyming words by writing some examples on the board.



## 2. Learning to Spell

i. Read and write the given sight words in the shape boxes that fit.

yes   will   me   would   my   this   one   like

ii. Circle the correct spelling in each row.

down	downe	doun
chiar	chair	chaire
sutretch	setretch	stretch
adopt	addopt	adopat
hapy	happy	happi

## 3. Grammar

### Word Showing Possession

i. Read the given sentences and notice the use of possessive adjectives.

She is Hina.  
These are **her** dresses.



He is John.  
This is **his** ball.



This is a family.  
This is **their** house.



ii. Fill in the blanks using 'his', 'her' or 'their'.

- Nimra is a girl. This is \_\_\_\_\_ cat.
- Usman is a doctor. This is \_\_\_\_\_ clinic.



C3 (i) Have students recall the concept of words showing possession. C3 (iii) Explain to them the concept of the comma by giving examples on the board.

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- Amna and Ambreen are sisters. Yunas is \_\_\_\_\_ father.

### Comma

iii. Read the following sentences and notice the use of comma.

- I love to eat apples, grapes, mangoes and bananas.
- My best friends are Sana, Iqra, Asma and Esha.
- I have two storybooks, five pencils, one pen and

#### Read Me

We use the **comma** to separate three or more words in a series.

iv. Rewrite the given sentences by putting commas.

- She does not like biscuits chips pizza and juice.  
\_\_\_\_\_
- He is a strong wealthy and healthy man.  
\_\_\_\_\_
- The plain cake requires flour sugar eggs butter and nuts.  
\_\_\_\_\_



### D) Writing

#### 1. Learning to Write

Read the given poem. Find a pair of rhyming words and copy it. Add one more rhyming word of your own.

Allah is Great this I know,  
For the Qur'an tells me so;  
All of us to him belong,  
We are weak but He is strong.

#### 2. Creative Writing

Write five things about your pet in your notebook.



D1 Encourage students to find a pair of rhyming words in the given poem and write a rhyming word of their own.



## Review - 4



### A) Oral Communication

#### 1. Learning the Sounds

Write plurals of the given words. Then circle the words with an 's' sound and underline the words with a 'z' sound.

duck \_\_\_\_\_ book \_\_\_\_\_

hen \_\_\_\_\_ bed \_\_\_\_\_

Engage students in a discussion on how they enjoy playing their favourite games.



### B) Reading and Critical Thinking

#### Reading Comprehension

Answer the given questions.

- Why did the hare make fun of the tortoise?
- What is your favourite animal?
- How do we take care of our pet animals?

Rewrite the given sentences by using the correct capital letters and punctuation.

- where are you going  
\_\_\_\_\_
- my favourite subject is english  
\_\_\_\_\_
- who is your friend  
\_\_\_\_\_

NOT FOR SALE

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## C) Language Focus

### 1. Vocabulary Building

Read the given words and write their meanings.

dawn

surprised

ashamed

Fill in the blanks using 'his', 'her' or 'their'.

Sana is a girl.

This is \_\_\_\_ cat.



Ahmed is a boy. This is \_\_\_\_ car.

Nawab and Ibrar are brothers.

Mr. Asif is \_\_\_\_\_ uncle.





**Punctuate the given sentences by adding the comma.**

- They bought fruits vegetables and eggs from the market.
- Ali is a regular punctual and hardworking student.
- My favourite colours are red black and green.

**Circle the commands in the given sentences.**

Close the window.

What are you doing?

He is reading a book.

Listen to me carefully.



## **D) Writing**

### **1. Learning to Write**

**Write five sentences about a tortoise.**

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## About Author

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Ms Maryam Zafar is presently serving as a subject specialist (English) in AFAQ. She has 6 years' experience in the field of teaching and education. She did her Masters in English from Minhaj University. She has developed many textbooks and Grammar books. She also offered her services in Federal Directorate of Education for the development of English primary series.

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### TEXTBOOK FEEDBACK FORM

S#	Statement	Remarks
1.	Overall the book is interesting and user friendly.	
2.	The language and content of the book is age / grade appropriate and the content is free of grammatical and punctuation errors.	
3.	Content is supported with examples from real life / culture.	
4.	Contents / texts are authentic and updated.	
5.	Pictures / diagrams / graphs / illustrations are informative, relevant and clear if not, then identify them.	
6.	Activities, projects and additional work is suggested for reinforcement of concepts.	
7.	Assessment achievements are thought provoking and comprise cognitive, psychomotor and effective skills.	
8.	The textbook is easy to be covered within academic year.	

Page No.	Observation/comments	Suggested amendment along with rationale

General Remarks:

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